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# STUDENT WORKBOOK

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## Career Portfolios



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# STUDENT WORKBOOK

## Career Portfolios



Massachusetts Department  
of Employment and Training

Massachusetts Occupational Information  
Coordinating Committee

December 1994



# **CAREER PORTFOLIOS**

## **A STUDENT WORKBOOK**

**This student workbook is designed to prepare you to make the transition from high school to a career, college, or the world of work. It will assist you in self-assessment, self-development, career exploration, career decision making, and career planning.**

**Career exploration is necessary whether you choose post-secondary education or entering the workforce. As an adult, you will work at some time in your life.**

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## ***I. PURPOSE OF THE WORKBOOK***

The purpose of the workbook is to enable students to understand and complete a career development portfolio. Topics to be covered include:

- Self-Knowledge
- Life Roles
- Educational Development
- Career Exploration & Planning
- Career Action Plan Decision Points

## ***II. GOALS OF THE WORKBOOK***

- Skills to maintain a positive self-concept
- Skills to identify career information resources
- Skills to locate and use current career information resources
- Skills to enter and participate in work and life long learning
- Skills to identify influencing factors in career decision making, such as family, friends, educational opportunities, finances
- Skills in decision-making
- Skills in setting goals and identifying strategies for reaching goals
- Skills in re-assessing goals, values, interests, and career decisions
- Skills to enter and participate in continuing education and training
- Skills in recognizing decision making strategies
- Skills to make career transitions



### ***III. WHAT IS A PORTFOLIO***

A portfolio is a collection of documents that demonstrate knowledge of a particular subject. The individual portfolio assessment presents a unique opportunity to show the abilities, knowledge, and skills an individual has achieved in an area of expertise.

A career development portfolio is a personalized, sequential career planning journal that is designed to guide you through the career development process and to help you relate your education to career interests and aptitudes as you progress through school and beyond. A portfolio is NOT completed in one setting. You add to it as you gain new experiences and learn more about yourself. The portfolio is a lifelong process focusing on self-knowledge, life roles, educational development, and career exploration and planning

In summary, a portfolio

- is a demonstration of competency attainment
- focuses on what you can do, rather than on what you cannot do
- requires you to take a more active, responsible role in your education and life
- requires self reflection
- results in a tangible product that can be useful after graduation

#### **ACTIVITY**

Look at your portfolio. Does your portfolio have:

1. Area to record information
2. A pocket to hold Certificates of Competencies, a resume, a letter of recommendation
3. A Portfolio Agreement

## IV. BENEFITS OF A PORTFOLIO

- provides you with written documentation of your career development to take with you when you graduate
- personalizes the planning process
- provides a method to integrate the various aspects of your career development
- helps you relate your educational experiences to future work competencies
- gives you a visible sense of accomplishment
- provides you knowledge of yourself which is yours for a lifetime
- promotes personal accountability

## V. SECTIONS OF A CAREER DEVELOPMENT PORTFOLIO

There are four sections to a career development portfolio:

- SELF-KNOWLEDGE** is considered fundamental to any decision-making because of the unique blend of interests, aptitudes, traits, backgrounds, and personal styles that you bring to the process. You are unique. There is no other person exactly like you.
- LIFE ROLES** highlights the cultural and social influences that have had a strong impact on your life.
- EDUCATIONAL DEVELOPMENT** encourages you to understand your own educational learning needs, strengths, and academic progress and to assume responsibility for educational training that is personally meaningful.
- CAREER EXPLORATION & PLANNING** section lets you explore how choices of various occupations can influence your lifestyle, while engaging in a process for career decision.



## VI. SELF KNOWLEDGE

Understanding yourself and liking yourself will help you in many life decisions. Each human being is different from every other person. All individuals have physical, intellectual, and emotional traits. Each person has height, weight, hair color, skin tone, age, sex, and even shoe size. Some of these attributes are the same as other individuals; but the combinations are unique. Each individual's intellect is a combination of memory, capacities to learn, learning style, and reasoning. Your emotional traits reflect your beliefs, interests, and values. Together, your physical, mental, and emotional traits make up your **self**. The self is a unique individual with certain traits and gifts that distinguish you from every other individual. This unit is designed to help you understand who you are. Self-analysis is the process of getting to know about yourself - your goals and values. In career development, self-analysis and assessment are the foundations from which you can determine what kind of work you want to do.


You are born with five senses: sight, hearing, smell, taste, and touch. The level of development for each sense differs from one individual to another. One person may see colors vividly; another may not see color at all. The other individual may hear a dog barking miles away; whereas, the first individual may not hear at all. Because the levels of functioning of our senses differ, we do not perceive individuals and objects exactly the same. Our environments differ. We sleep in beds and eat breakfasts. However, we do not even sleep the same way in the same bed, nor do we eat similar breakfasts exactly the same way. We share many traits with others, but we are unique and special. We label these emotional, social, and motivational aspects of an individual personality traits. **Personal qualities** are an expression of how you feel about yourself, ways you respond to certain situations, and ways you relate to other people. **Values** are the things you believe to be important in life. **Interests** are particular activities and experiences you like to do. **Aptitudes** are your innate potentials to learn to perform activities using your senses and reasoning skills. **Learning style** is the preferred way by which you learn new materials using the senses (i.e. visual, auditory, tactile, and motor).

Your past experiences provide clues that will help you to identify your career options. You will look at your interests, skills, and values. Making a judgement about who you are is called a **self-assessment**. Through activities and assessment instruments, you will learn more about yourself and record your self-assessment in your **portfolio**.

*Career Assessment is a process which includes gathering information, determining educational needs, prescribing steps to be taken, and evaluating progress.*

Assessment processes can and should compile information relative to an individual's career aptitudes, career interests, work and study habits, socialization skills, work attitudes, work tolerance, and personal adjustment skills.

## ***VI A. PERSONAL QUALITIES***

-  Look at the unit in your portfolio on **Personal Qualities**

It lists five personal qualities which employers view positively:


**RESPONSIBILITY**


**SELF-ESTEEM**

**SOCIABILITY**

**INTEGRITY/HONESTY:**

**COOPERATION**

-  Read the examples listed in the worksheet **PERSONAL QUALITIES**. Listed are examples of responsible behavior. Do you recognize yourself? **Self-Esteem** lists traits and skills which you identify in others and which you possess. Think about your best physical trait, your most likeable personal trait, your best learning skill, and your best physical strength. Make a list of all the things about yourself which you like. **Sociability** is your ability to get along with other people. Think about whether you like to be with just a few friends or whether you like to have a wide range of acquaintances. Are you outgoing or do you like to get to know people gradually. **Integrity/Honesty** reflects your values. Do you think an employer would trust you? **Cooperation** is your ability to work with others to accomplish a goal. Can you think of examples of your cooperation?

-  **ACTIVITY** In the next few weeks, complete the assignments listed on your worksheet.

### 1. RESPONSIBILITY:

Examples of responsible behavior:

SELF	OTHERS
I manage my allowance.	I baby sit.
I can cook breakfast.	I deliver newspapers.
I wash my own clothes.	I care for a pet.
I ride a bike, drive a car.	I tutor younger students.
I wash the car.	I house sit.
I can sew on a button.	I wash my neighbor's windows.
I have a savings account.	I help an older neighbor do the lawn.

### 2. SELF-ESTEEM: (pp. 1, 2)

Self-Image: how I see myself:

Self-Esteem: how I feel about how I see myself:

Examples:

My best physical trait (eyes, hair, complexion, smile, height, weight, shape)	
My most likeable personal trait (kind, loyal, sense of humor, cooperative, dependable, persistent, friendly)	
My best learning skill (remembering, speaking, reading, drawing, writing, fixing things)	
My best physical strength (finger dexterity, manual dexterity, agility, coordination, balance, posture, athleticism, endurance, speed)	

### 3. SOCIABILITY

I have a best friend.
I have friends in school.
I have friends in my neighborhood.
I know my next door neighbor.
I belong to a club.



I belong to Boys Scouts, Girl Scouts, Camp Fire, Boys/Girls Club, 4-H, or the Y.
----------------------------------------------------------------------------------

I belong to a sports team.
----------------------------

#### 4. INTEGRITY/HONESTY:

My friends trust me.
----------------------

My parents trust me.
----------------------

I do not have a crime conviction record.
------------------------------------------

I don't skip school.
----------------------

I don't cheat on my lessons.
------------------------------

I admit a mistake.
--------------------

I stick to what I believe.
----------------------------

#### 5. COOPERATION:

I am willing to help others.
------------------------------

I belong to a club.
---------------------

I belong to a sports team.
----------------------------

I get along well with my teachers.
------------------------------------

I can see others points of view.
----------------------------------

I am able to work with others
-------------------------------

I have a study partner.
-------------------------

#### ASSIGNMENT:

Using your best personal qualities, create an advertisement that would make an employer want to hire you. Do it in a unique manner of your choice. Share it with your friends for comment.

#### ASSIGNMENT:

Research the personal qualities required by jobs in your area by consulting local newspaper classified ads. Tally the number of times the words: energetic, personable, dependable, and responsible are used in the want ads. Make a list of the occupations and the personal qualities required.



## ***VI B. PERSONAL SKILLS***

- ▶  Look at the unit in your portfolio on **Personal Skills**



It lists five personal skills which employers view positively:  
**SELF-MANAGEMENT**

**NEGOTIATION**

**PROBLEM-SOLVING**


**LISTENING**

**SPEAKING**

- ▶  Read the examples listed in the worksheet **PERSONAL SKILLS**. Listed are examples of **Self-Management**. Have you taken responsibility for your own life or do you expect others to do for you? **Negotiation** is the skill to come to an agreement through discussion with another individual on a course of action. Do you know how to persuade through words? **Problem-Solving** is thinking things through to a solution. **Listening** is actually hearing what another individual is trying to say and remembering both their words and the meaning of the words. If you don't understand what a person says, do you ask them to repeat it and explain it in more detail to you? **Speaking** is to verbally communicate to another individual feelings, desires, and information. Is it easier for you to speak to one individual or to speak to a group?
- ▶  **ACTIVITY** In the next few weeks, complete the assignment listed on your worksheet.

## ***DEVELOPING PERSONAL QUALITIES AND SKILLS***

You are a work in progress. You can build on the foundation you already have, make renovations, or additions. The worksheet, **Developing Personal Qualities and Skills** lists volunteer assignments and paid assignments which will give you the opportunity to try-out and develop your personal qualities and skills. Some traits are best understood and developed through experience. If you haven't had the experience, plan on getting it. Resources for gaining the experience are listed. Ask your guidance counselor for information or referrals. Use the Yellow Pages.

- ▶  **ACTIVITY** Volunteer for community or school service through clubs. Find a part-time job which will develop responsibility, sociability and speaking skills.

*Get a Life Portfolio*  
**PERSONAL SKILLS**

**1. SELF-MANAGEMENT:**

Examples:

I set my alarm to get up in the morning.
I manage my allowance.
I decide what to wear each day.
I wash my own clothes.
I clean my own room.
I am on time for school.
I set my own study hours.
I persist until I get it right.
I complete my assignments on time.

**2. NEGOTIATION:**

Examples:

I run yard sales and go to flea markets.
I request expected service in a restaurant when I am not waited on.
I am an umpire or referee for my team.
I am a peer counselor.
I belong to a mediation team.

**3. PROBLEM-SOLVING:**

Examples:

I can figure out what to pay for a tip.
I can read a map to plan a trip.
I am saving money for a car and further education.
I can follow instructions to assemble furniture.

I budget my allowance.
I know how to fix an overflowing toilet.
I am good at puzzles.
I like to try new applications on the computer.
I schedule my week to include study, recreation, and housework.

#### 4. LISTENING:

Examples:

I remember the words to songs.
I am a Hot-line volunteer.
I listen to my friends' problems.
I go to lectures at my neighborhood library.
I listen and hear when my parents talk.
I recognize the cries a baby makes.

#### 5. SPEAKING:

Examples:

I call my friends on the phone.
I belong to the Debating Club.
I belong to the Drama Club.
I am a cheerleader.
I belong to the Glee Club/Choir.
I can talk easily in a group.
I sell items for school fund raising events.
I make class presentations.

#### ASSIGNMENT:

Complete Your Functional/Transferrable Skills Inventory by Richard Nelson Bolles.

# ACTIVITY

## GETTING DETAILED

Please take a **FIVE BLANK PIECES OF PAPER** (lined or unlined, any size). You can describe five *satisfying accomplishments*, activities, or tasks which resulted in your being praised or receiving an award such as a prize, a merit badge, a star, an office, or certificate. Just be sure each accomplishment is one where you were *the active "agent" who did the thing*, rather than just someone to whom something was done. (Being given a prize, etc. **won't** do, unless you say what you **DID** to earn the prize.) Put one accomplishment on each piece of paper, and give each one a brief title.

### TALK, TALK, TALK

Now go back over each sheet of paper, and be *sure* you have described each accomplishment in enough detail, so that you can see what it is you really did. Describe what you did, how you did it, why you did it, and with whom you did it.

When you have finished writing out **ALL FIVE** accomplishments in detail, and each has a title, review the example below from the *Functional/Transferable Skills Inventory*. Now read through your sheets of paper to identify the skill:

#### Negotiating Skills

Richard Nelson Bolles has developed a *Functional/Transferable Skills Inventory*. Review the paragraph of skill words in C1, **Influencing/Persuading Skills**. Review the boxes listed within this paragraph (examples below).



## FUNCTIONAL/TRANSFERABLE SKILLS INVENTORY

### . C1 INFLUENCING/PERSUADING SKILLS

I CAN DO, BECAUSE I DID DO:

Getting diverse groups to work together; Wins friends easily from among diverse or even opposing groups or factions; Adept at conflict management

Arbitrating/mediating between contending parties or groups; Negotiating to come jointly to decisions; Bargaining; Crisis intervention; reconciling\_\_\_\_\_

AND I USED THE ABOVE SKILLS WITH:

Opinions

Attitudes

Judgements, Decisions

Products

Money

Other: (Relationships)

Review your sheets of paper to see if you used any of the following words to describe your activity.

Controlled

Resolved

Decided

Consulted

Negotiated

Mediated

Urged

Coaxed

Reasoned

Convinced

Persuaded

Discussed

Counseled

Collaborated

Advised

Deliberated

Suggested

Conferred

Advocated

Adjudicated

## DEVELOPING PERSONAL QUALITIES AND SKILLS

### *Get a Life Portfolio*

#### *Experiences to develop Responsibility:*

VOLUNTEER ASSIGNMENTS	PAID ASSIGNMENTS
Hospital volunteer aide	Hospital/nursing home aide
Summer Camp volunteer aide	Camp counselor
Nursery School volunteer aide	Mother's helper, Child care attendant
Religious or service organization volunteer (altar attendant, religious education teacher, usher, fund raiser)	Theater usher, Recreation leader,
Wash cars, mow lawns, clean houses and yards, water plants, and walk the dog.	Automobile service station attendant, Ticket seller, Caddie, Wharf attendant, Groundskeeper, Housecleaner, Windowcleaner, Pet groomer.
School tutor or safety patrol	Library assistant, Tutor

#### RESOURCES:

Voluntary Action Center, United Way  
Outward Bound  
Literacy Volunteers of Massachusetts  
Travelers Aid Society  
Homeless shelters  
American Red Cross of Massachusetts Bay  
Civic Air Patrol  
Learn and Serve America  
Volunteers of America  
Meals on Wheels  
FISH  
Living is for the Elderly (LIFE)  
Council on Aging Friendly Visitor Program  
Massachusetts Hospital Association  
Massachusetts Volunteer Network

*Experiences to enhance Sociability:*

<b>VOLUNTEER ASSIGNMENTS</b>	<b>PAID ASSIGNMENTS</b>
Hospital "candy striper"	Hospital/nursing home aide,
Club hospitality committee, Master of Ceremonies	Dance instructor, Amusement attendant
School cafeteria cashier,	Cashier, newspaper vendor
"Meals on Wheels" volunteer, Friendly Visitor	Food counter attendant, Elder companion, Waitperson
Children's story teller	Child care attendant
Raffle ticket seller	Ticket seller

**RESOURCES:**

Girl Scouts of the USA, From Dreams to Reality Programs  
Boy Scouts of America, Explorer Division and High Adventure  
Camp Fire Councils, Horizon Club  
Boys and Girls Clubs of America  
YMCA/YWCA/YMYWHA  
4-H Programs  
Catholic Youth Organization  
B'Nai B'rith Youth Organization  
Christian Fellowship  
Armenian Youth Federation  
Cultural Clubs  
Learn and Serve America

*Experiences to enhance Negotiation Skills:*

<b>VOLUNTEER ASSIGNMENTS</b>	<b>PAID ASSIGNMENTS</b>
Debating Club	Sales clerk
Referee or Umpire, School judicial court	Life guard, Ski patrolman
Marketing Club	Personal shopper, Demonstrator, Caterer's helper
Student Government	Telephone solicitor
Community or religious Youth Council	Recreation worker

VOLUNTEER ASSIGNMENTS	PAID ASSIGNMENTS
Model United Nations	Camp counselor

**RESOURCES:**

Student government  
 Community or religious Youth Councils  
 Debating Clubs  
 Young Democrats of America  
 Young Conservative Alliance  
 Young Republican National Federation  
 Council for World Affairs  
 United Nations Association of Greater Boston  
 Amnesty International  
 Learn and Serve America

*Experiences to enhance Speaking Skills:*

VOLUNTEER ASSIGNMENTS	PAID ASSIGNMENTS
Debating Club	Ticket seller
Current Events Discussion Group	Recreation leader, library aide
Drama Club, Community junior theater	Usher
Student government	Counter sales clerk
Tutoring Services	Tutor
Cheerleader	Telephone solicitor

**RESOURCES:**

Debating Club  
 Drama Club  
 Student government  
 Distributive Education Club of America  
 American Radio Relay League  
 Junior Achievement

**ASSIGNMENT:** Volunteer for community or school service work through clubs.




## ***VI C. DECISION MAKING***



If you are a skillful decision maker, you will be rewarded in several ways. You will have more personal freedom in your life because you are more likely to recognize, discover, or create new opportunities and alternatives for yourself. You will also have greater control over your life because you can reduce the amount of uncertainty in your choices and limit the degree to which chance or other people will determine your future. You will have greater satisfaction with yourself, your career, and your life style.

Good career decision making requires:

- ▶ Examining and recognizing personal values
- ▶ Identifying, gathering, and using relevant information
- ▶ Understanding and using an effective strategy for converting information into action

- ▶  Look at the unit in your portfolio on **Decision Making**

The portfolio reads "How do you make important decisions in your life? Describe the process step-by-step." List the steps you use to make decisions.

- ▶  Read the examples listed in the worksheet **DECISION MAKING**. Listed are **Steps in the decision-making process**. How many of the steps did you list above? Read **Decision-making Styles**. Do you use different styles for different situations?
- ▶  **ACTIVITY** Gathering information is an important step in planful decision making. Complete the Assignment on your worksheet.

# DECISION MAKING STRATEGIES

*We make decisions every day in different ways. Sometimes we spend lots of time thinking and planning decisions, and other times we make "snap" decisions. This unit will help us learn more about the strategies that we use in making decisions.*

Four decision making strategies based on the extent of information about one's self and one's environment have been identified.

- . **CONFUSION** We feel powerless and unable to deal with the decision at hand. We have very little conscious knowledge about our self or are environment. Without this information, our feelings of discomfort increase and create anxiety. We feel out of control.  
*I just don't know what to do.*
- . **DEPENDENT** We feel that we do not have enough knowledge to make a decision but that someone else does. We simply defer the choice to others. We fear making a choice on our own or wish to avoid the work of exploring the options.  
*Tell me what to do.*
- . **INTUITIVE** Intuitive decisions are "gut level" reactions. They are spontaneous, instinctual, taking little time or conscious planning. Data gathering is purely internal - checking with oneself to see if the considered course of action feels good. (emergency situations and interpersonal relations often find us making intuitive decisions.)  
*I feel like doing it.*
- . **PLANFUL** The planful decision making strategy involves exploration of our needs and our environment and a rational weighing of alternatives. This approach is more time consuming than the others but allows maximum time for gathering information, identifying several alternatives, and considering the costs and benefits of each of them. This approach DOES NOT EXCLUDE the consideration of personal feelings (intuitive) or the opinions of experts (dependent).  
*Based on the information I have, this seems the best course for me.*

# DECISION MAKING

*Get a Life Portfolio (p. 2)*

## STEPS IN THE DECISION-MAKING PROCESS

### Define the Problem

1. Feel difficulty
2. Recognize the problem
3. Identify and define the problem

### Collect Facts, List Options, and Explore Options

4. Select alternatives for solving the problem
5. Predict consequences for each alternative

### Choose the Best. Make a Plan, and Act

6. Develop a plan for solving the problem
7. Take action toward solving the problem.
8. Follow through on activities to solve the problem.

### Evaluate Decision

9. Evaluate progress toward solving the problem,
10. Identify alternative activities needed to complete the solving of the problem.
11. Identify consequences of alternative activities.
12. Select best alternative activities to facilitate the solving of the problem.
13. Evaluate and re-evaluate throughout the process until the problem is solved.
14. Evaluate the entire process.

## DECISION MAKING STYLES

1. **Confusion** - mental paralysis due to very little knowledge about self or the environment.
2. **Dependent** - defer choices and decisions to others when believe do not have knowledge to make a decision, but someone else does. (does not exclude the opinions of experts or significant others). (habit, following someone else's suggestion)
3. **Intuitive** - "gut-level" spontaneous reactions, taking little time or conscious planning. (does not exclude knowledge gained from previous experience) (impulse)
4. **Planful** - exploration of needs and environment with the rational weighing of various alternatives. (does not exclude the consideration of personal feelings (intuitive) and the opinions of experts or significant others (dependent)).

**Assignment:**

*Check the decision style you would use in the following situations:*


ACTIVITY	CONFUSION	DEPENDENT	INTUITIVE	PLANFUL
A bee stings you.				
Pick clothes for a snowy day.				
Car breaks down in a strange city.				
Choose a movies.				
Choose a restaurant.				
Start a conversation at a party.				
You have a fever and a rash				
Choose an elective subject or career cluster.				
Choose what to watch on television				
Choose a career.				
Choose where to sit in a restaurant.				
Choose which technical school or college to attend.				

1. Think of the situation when you made an intuitive decision. Describe it on paper.
2. Think of the planful decision which you made. Describe it on paper.
3. Think of the situation when someone else decided what you would do. Describe it on paper.
4. Which type of decision involved people?
5. Which type of decision involved a long range goal?
6. Which type of decision involved an authority figure or an expert?




## VI D. CAREER INTERESTS

An interest is your preference for a particular activity. An interest inventory can help you learn what you would enjoy doing. Job satisfaction is thought to be increased when your work responsibilities are consistent with your interests and when you work with people who have similar interests. A career interest inventory is a list of questions and/or visual pictures which requires you to choose your likes or preferences in relation to job related objects or activities.

- ▶  Read the examples listed in the worksheet **CAREER INTERESTS**. Listed are some major classifications of **Interests**:

- ▶ DATA
- ▶ PEOPLE
- ▶ THINGS
- ▶ IDEAS
- ▶ LIVING THINGS

- ▶  **ACTIVITY** There are a number of Career Interest Assessment Instruments which you might take at school or a testing center. They include:

*The Self-Directed Search*

*The Career Decision-Making System*

*The Vocational Interest Inventory*

Your guidance counselor can provide you information on interest inventories and the Massachusetts Technical Academic Assessment Centers.

After you have completed at least one career interest assessment, complete the assignment on your worksheet.

**CAREER INTERESTS**  
*Career Options Portfolio*  
*Get a Life Portfolio,*  
*Some Things I've Learned about Myself This Year* (p.3)

INTEREST	GOE CODE	SELECTED OCCUPATIONS
<b>DATA</b>		
Business Detail (Holland's Conventional (C), CDMS Clerical)	<b>03</b>	Loan Counselors, Accountants, Clerical Supervisors, General Clerks, Cashiers, Secretaries, Typists
<b>PEOPLE</b>		
Protective (Holland's Realistic (R), CDMS Crafts)	<b>04</b>	Protective Service Workers, Police Officers, Guards, Correction Officers, Park Rangers, Fire Fighters
Selling (Holland's Enterprising (E), CDMS Business)	<b>08</b>	Sales Representatives, Sales Clerks, Opticians, Purchasing Agents, Travel Agents, Financial Planners
Accommodating (Holland's Social (S), CDMS Social)	<b>09</b>	Health Assistants, Flight Attendants, Waitpersons, Hair Stylists, Bus Drivers, Taxi Drivers, Gas Station Attendants
Humanitarian (Holland's Social (S), CDMS Social)	<b>09</b>	Counselors, Psychologists, Social Workers, Nurses, Physical Therapists, Electrocardiograph Technicians, Child Care Attendants, Economists
Leading-Influencing (Holland's Social (S), CDMS Social)	<b>11</b>	Systems Analysts, Financial Analysts, Teachers, Administrators, Lawyers, Managers, Legislators, Accountants, Editors
<b>THINGS</b>		
Mechanical (Holland's Realistic (R), CDMS Craft)	<b>05</b>	Automotive Mechanics, Electricians, Machinists, Office Machine Servicers, Plumbers, Chefs, Printers

INTEREST	GOE CODE	SELECTED OCCUPATIONS
Industrial (Holland's Realistic (R), CDMS Craft)	06	Machine Tool Operators, Production Workers, Dry Cleaners, Painters, Firefighters
Physical Performing (Holland's Social (S), CDMS Social)	12	Coaches, Professional Athletes, Recreation Leaders, Physical Education Teachers
<b>IDEAS</b>		
Artistic (Holland's Artistic (A), CDMS The Arts)	01	Interior Designers, Artists, Photographers, Newswriters, Choreographers, Music Arrangers, Jewelers
Scientific (Holland's Investigative (I), CDMS Scientific)	02	Physicists, Chemists, Actuaries, Biomedical Engineers, Physicians, Laboratory Technicians
<b>LIVING THINGS</b>		
Plants and Animals (Holland's Realistic (R), CDMS Crafts)	03	Veterinarians, Biological Scientists, Pet Groomers, Animal Caretakers, Greenskeepers

### Career Assessment Instruments:

Holland, *The Self Directed Search*, Psychological Assessment Resources, Inc.

Harrington-O'Shea, *Career Decision-Making System (CDMS)*, American Guidance Service

### Assignment:

After you have completed at least one career interest assessment, identify **3 to 5** jobs which match the categories of your **highest** interest.

Use the Complete Guide for Occupational Exploration. In section II, *Interest Area and Work Group Arrangement*, select a Work Group under the Interest Area which you like best. Read "What kinds of work would you do?".

### Assignment:

Study want ads in local newspapers to identify local jobs available in your areas of interest. List the jobs by your areas of interest. Are the jobs with more than one employer or one industry? Does the job listing indicate what level of schooling is required?



## VI E. WORK VALUES

Values are ideas, opinions, or beliefs which you think are important in life. They form the basis of your interests and your personal code of conduct. Values are your own personal "*shoulds*". If you are asked to do something that goes against your system of values, you feel uncomfortable. Work values are important in finding work satisfaction. Values clarification will assist you in identifying priorities. Relating values to career decisions and choices helps you to determine your reasons for wanting to work, the characteristics of an occupation that appeal to you, and your career goals.

▶ ☐ Read the examples listed in the worksheet **VALUES**. Listed are some major classifications of **Values**:

- ▶ EMOTIONAL SECURITY
- ▶ PHYSICAL WELL-BEING
- ▶ ECONOMIC SECURITY
- ▶ CREATIVE OUTLETS
- ▶ ACHIEVEMENT/RECOGNITION
- ▶ ADVENTURE/RISK-TAKING
- ▶ HELPING/SERVING OTHERS

▶ ☐ **ACTIVITY** There are Career Value Assessment Instruments which you might take at school or a testing center. An example is:  
*Career Values Card Sort*

Your guidance counselor can provide you information on value inventories and the Massachusetts Technical Academic Assessment Centers.

After you have completed at least one career value assessment, complete the assignment on your worksheet. Use "Table A - Work Values with Corresponding Work Groups" in The Complete Guide for Occupational Exploration.



**VALUES**  
*Career Options Portfolio*  
*Get a Life Portfolio*  
*Some Things I've Learned About Myself This Year (p. 3)*

VALUE	DESCRIPTION	SELECTED OCCUPATIONS
Emotional Security	feeling good about yourself and your relationships	<i>(the right job for you)</i>
Physical Well-Being	enjoying good health and physical activities	Coach, Professional athlete, Physical education teacher, Welder, Dancer, Automobile mechanic, Choreographer, Nutritionist
Creative Outlets	being artistic, performing or playing music, writing, designing, painting, acting	Photographer, Musician, Copy writer, Clothes designer, Jeweler, Actor, Announcer (Radio/TV)
Beauty/Harmony	being able to create pleasing surroundings and live peacefully within them	Architect, Landscape worker, Interior decorator, Environmental technologist, City planner, Chef, Florist
Education/ Learning	teaching others, discovering new things about your self and the world around you.	Teacher, Librarian, Museum director, Human resource trainer, Child care attendant
Economic Security	having enough money to never have to worry about paying your bills.	<i>(higher salaries: professional, technical, managerial, and crafts occupations)</i> Actuary, Physician, Judge, Financial manager, Stock broker, Accountant, Electrician, Plumber
Freedom/ Independence	not having to answer to others, being able to plan your own activities	<i>(flexible hours schedule, decision making power)</i> Performing artist, Pathologist, Manager, Sales representative, Real estate broker

Adventure/ Risk-Taking	finding excitement in trying new places and things and sometimes taking unusual chances	<i>(travel and risk)</i> Detective, Intelligence analyst, Foreign service officer, Harbor master, Airplane pilot, Airplane-flight attendant, Tractor trailer truck operator, Sales representative
Achievement/ Recognition	winning awards, prizes, offices, acclaim, or fame	<i>(status, prestige)</i> Supreme Court Justice, U.S. President, U.S. Ambassador, U.S. Cabinet Secretary, Governor, College president, Bank president, Medical doctor, Lawyer, Architect, Author, Performing artist, Scientist, Professional athlete
Leadership/ Authority	helping to direct people, making decisions that influence others.	Manager, Purchasing agent, Loan officer, Police officer, Revenue officer
Helping/Serving Others	taking care of others by attending to their personal or physical needs	Physician, Nurse, Cosmetologist, Child care worker, Social worker, Waitperson, Sales clerk
Home/Family	having a spouse and children and strong family ties	Marriage and family counselor, Child welfare caseworker, Child care attendant, Home attendant
Friends/ Relationships	having close bonds and sharing your life with significant others	Psychologist, Social worker, Recreation worker, Physical therapist
Social Justice/Political Equality	caring about the fair and equal treatment of all individuals in society	Lawyer, Judge, Equal opportunity officer, Paralegal, Investigative reporter, Labor union business representative, Arbitrator

Security/ Predictability	having a life that is safe and controlled so that you can make sound plans and see them through	(low unemployment rates: <i>Health diagnosing occupations, Health assessment and treating occupations</i> )
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SOURCE: Social Status of Occupations, Man, Work, and Society, (Nosow and Form) Basic Books, Inc., New York

### Assignment (middle school):

Write the numbers one through ten on the left side of a sheet of paper. List ten things that you love to do. When the list is completed, code each item according to selected factors, such as:

1. A dollar sign (\$) beside any activity that costs more than \$10.00.
2. The letter **A** next to things done alone; the letter **P** if done with other people, and **AP** if done alone or with another.
3. The letter **R** if an element of risk is involved.

Total the number of items coded alike.

If dollar sign, \$, review *Economic Security*.

If letter **P**, review *Helping/Serving Others*, *Home/Family*, and *Friends/Relationships*.

If letter **R**, review *Adventure/Risk-Taking*.

### Assignment (high school):

Review the values you have checked. Circle your five *most important values*. Rank them from 1 to 5, with 1 being the most important.


Read "Table A - Work Values with Corresponding Work Groups" in The Complete Guide for Occupational Exploration, JIST Works, Inc. Read through the list of values in the left-hand column, and jot down those that are most important to you. Then explore the related work groups listed in the right-hand column in Section II.





## **VII. LIFE ROLES**

We play many roles in life. Customary behavior in specified environments with relatives and friends are called "*Life Roles*". Life roles are sets of behaviors exhibited in particular social settings: family, school, work, and community. The life roles you play influence the lifestyle you experience. Throughout your life, you have been influenced by your family, your cultural heritage, your neighbors, and societal forces. Activities in this section of the portfolio will help you understand your Life Roles. Your life roles will continue to develop as you examine, reflect upon, and commit yourself to new experiences. An adult Life Role is worker. You may spend up to one-third of your awakened hours working.

►  Read the examples of Life Roles in the worksheet, **Thinking about My Life Roles**


- How many Life Roles do you have now?
- Are your personal qualities, interests, and skills the same in each role?
- Are you more comfortable in some roles than others?

►  Read the examples of **cultural heritage**.


- Do you associate your cultural heritage with certain types of jobs or industries?
- Do you think your cultural heritage influenced your interests and your hobbies?

►  Read the examples of **family heritage**.

- Does your family work mostly in the same types of jobs or industries?
- Did most of your family complete school?
- Do you think your family influenced your interests and your hobbies?
- Who influences you most in your family? How?
- Does your family want you to complete school?

►  Read the examples of **neighborhood heritage**.

- Do most of your neighbors work in certain types of jobs or industries?
- Do you think your friends and neighbors influenced your interests and your hobbies?
- Do most people in your neighborhood complete school?
- Are there many different types of employers in your neighborhood?
- How do people get to work in your neighborhood?
- Do your friends' mothers work?
- Do you know what your neighbors do to earn money?
- Does your neighborhood influence what you do in your spare time?
- Do you have a good mix or balance among your life roles?

►  **ACTIVITY** Complete the assignment on your worksheet. Develop a **Family Occupational Tree**.

## THINKING ABOUT MY LIFE ROLES

*Get a Life Portfolio (p. 5)*

Life Role:	I am a	I know or have a	I want to be or to have a	My family wants me to be
Child (daughter/son) (Only, oldest, youngest, middle)				
Brother/Sister				
Cousin				
Friend				
Student				
Teammate, Roommate				
Romantic companion				
Worker				
Co-worker				
Citizen				
Spouse				
Parent				
Aunt/Uncle				
Boss				
Mentor				
Grandparent				
Retiree				

Important parts of my *cultural* heritage that influence my life roles:

Activities	Yes	No
Holiday food		
Holiday and religious traditions		
Ethnic or religious dances		

Activities	Yes	No
Ethnic or religious songs		
Toasts, greetings, primary language		
Non-verbal gestures, expressions, physical closeness		
Family celebrations (births, weddings, funerals)		
Cultural expectations about school, work, and occupations		

Important parts of my *family* heritage that influence my life roles:

Activities	Yes	No
Food preferences		
Vacation and non-religious holiday traditions		
Women's work/men's work		
Body physique		
Hobbies, sports		
Religious/political affiliation		
Reading materials, TV shows, films		
Family celebrations (birthdays, reunions, weddings)		
Family expectations about school, work, and occupations		

Important parts of my *neighborhood* heritage (friends) that influence my life roles:

Activities	Yes	No
Friends, Clubs, Teams, Organizations		
Women's work/Men's work		
Schools (examples: voc-tech, college prep, tech prep, computers, labs, community colleges, colleges)		
Housing and Transportation (bus, taxi, streetcar, train)		
Recreation facilities (examples: basketball, baseball, track, hiking, swimming, hockey, skating, skiing)		
Entertainment (examples: libraries, movies, theaters, museums, concerts, galleries)		



Neighborhood expectations about school, work and occupations		
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### Assignment:

Develop a list of leisure activities you enjoy, estimate the amount of time necessary to participate in each. Explore which of these leisure activities can be enjoyed over the life span. Can any of your leisure activities lead to marketable skills for entry-level appointment. List occupations in which you could use the qualities, skills, and interests that you have gained through the leisure roles you play at home, at school, and in the neighborhood.

### ACTIVITY:

Develop a **Family Occupational Tree**.

The four roots are the occupations of your four grandparents. List the name of the job which they worked at most of the time in four boxes. Include **homemaker** as the name of the occupation of any grandparent who managed the house.

The trunk of the tree may be split. List in two of the boxes representing the trunk, the names of the jobs that your mother and father work at most of the time. List in other boxes the names of the occupations at which aunts and uncles work.

The branches represent the occupations of your older brothers, sisters, and cousins if they are working. In each box, list the name of the occupation.

Review your family occupational tree.

Do any members of the family work for the same company?

Do any members of your family work in the same industry, examples: health services, construction, insurance, government?

Do any members of your family work in the same occupation or related occupations, examples: bookkeeper and accountant, home health aide and nurse, carpenter and architect?

Do members of your family favor occupations requiring collecting information, talking with people, or doing things?

Does your family expect you to work in the same business or occupation in which they work?

Would you like to work in an occupation at which a member of your family works?

## FAMILY OCCUPATIONAL TREE

### Primary Jobs of the Family

Brothers Sisters Cousins					
Mother Father Step-parent					
Paternal Grandfather Paternal Grandmother Maternal Grandfather Maternal Grandmother					

Post the name of the primary occupation in the correct box of the family occupational tree. The primary occupation may be either the occupation at which your relative worked the longest or the occupation which paid the highest wages.

**ACTIVITY:** Describe in a paragraph a specific leisure activity you enjoy. Analyze each sentence for the tasks performed. Example:

*Leisure experience*

Photography

*Specific tasks*

1. Select and buy film.
2. Pay for film.
3. Select and use camera.
4. Select subject to photograph.
5. Take picture.
6. Develop film.
7. Pay for developed film.

Place a **O** over number if task is liked.

Place a **X** over number if task is not liked.

**ACTIVITY: EXPANDING HORIZONS**

1. Go to lunch with a student from a different neighborhood or who is new to the school.
2. Eat different ethnic and regional cooking.
3. Listen to the music on an out-of-state or non-English language radio-station.
4. Eat your meal using your non-dominant hand. You can not use your dominant hand, but you can use a knife, fork, and spoon. What adaptations were necessary for you to eat your meal? Were there somethings you didn't eat? Was your level of self-confidence affected? Not every culture eats the same way.
4. Read the classified want-ads in an out-of-town or out-of-state newspaper.
5. Identify the number and types of different workers you see from the time you leave your house and the time you arrive in your homeroom. As you travel to school, what kinds of workers do you see? Do you see people traveling to work? What kind of vehicles are they riding? When you get to school, what kinds of work are people doing? Make a list.

**ACTIVITY: THE PIE OF LIFE**

1. Draw a large circle on the board or a sheet of paper. Divide it into four quarters using dotted lines.
2. Each segment represents six hours. Place times on your segments: 12 A.M., 6 A.M., 12 P.M., and 6 P.M.
3. Draw slices in your pie to represent proportionately the part of the time of day you spend in the following activities: sleeping, traveling, studying, eating, and relaxing. Are you satisfied with the relative size of your life role slices?





## VIII. EDUCATIONAL DEVELOPMENT

### VIIIA. LEARNING STYLES


Most people differ in the way they learn and not all aspects of these differences are related to "intellectual" ability. Each of us is born with five senses; sight, hearing, smell, taste, and touch. The level of development for each sense differs from one individual to another.

"*Learning Style*" is the way in which an individual learns new material. Learning style is defined in terms of the sensory modalities (i.e. visual, auditory, tactile, and kinesthetic) by which the person learns the fastest. The term, "*Learning Style*", also refers to the emotional component of educational and training experiences, which motivates you to choose, attend to, and perform well in a course or training exercise. Your learning style may have an impact on your educational and vocational development. Do you prefer to listen to instructions? Would you prefer to read the instructions? Would you rather have someone show you what to do? If you know your learning style, you can choose courses and training that will benefit you the most.

- Read the examples listed in the worksheet **Learning Style**.

*Listening, Linguistic, Visual, Tactual and Social*

Note the *Learning Activities* listed under **Learning Styles**. Are there learning activities you prefer? Are there learning activities that you would use to teach someone else? Read **Preferred Conditions for Learning**, which lists preferred learning situations or contexts of instructions. Do you study better at home or in school? Read **Areas of Interest**. Do you recognize subject matters you prefer? Read **Learner Type**, a list of instructional techniques. Is there a type with which you are most comfortable?

-  **ACTIVITY** There are a number of Learning Style Assessment Instruments which you might take at school or a testing center. An example is:

*The Canfield Learning Style Inventory*

*Hendrix-Frye Learning Styles Inventory*

*C.I.T.E. Learning Styles Instrument*

Your guidance counselor can provide you information on learning style inventories and the Massachusetts Technical Academic Assessment Centers. After you have completed the learning style assessment, complete the assignment on your worksheet. Read the brochures on different types of training and education. Review your learning style. Which institution best matches your learning style?

**LEARNING STYLE**  
*Get a Life Portfolio (p. 7)*

**Learning Styles**

<b>Style</b>	<b>Method</b>	<b>Learning Activities</b>
Auditory (Listening)	Listening, Repeating	Oral directions, Oral reading, Phonetics, CDs Phonemics, Lectures, Audio-cassettes, Speeches
Linguistic (verbal, quantitative)	Speaking, Reading	Books, Manuals, Texts, Pamphlets, Newspapers, Magazines, Reciting, Singing, Rhyming
Visual (Iconics)	Seeing	Copying, Drawing, Object Matching, Blackboards, Blackline Masters, Graphs, Charts, Diagrams, Symbols, Slides, Pictures, Posters, Flash cards, Workbooks, Flip chart, Cartoons, Movies, Videos, Maps, Musical Notes, Rulers, Demonstrations, Illustrations
Tactual (Kinesthetic, Motor, Expressive, Direct Experience))	Touching, Lifting, Turning, Placing	Finger following, Hands-on experiments, Card sorts, Interactive software, Shape handling, Block construction, Guiding hands, Writing, Note-taking, Dancing, Keyboarding, Gymnastics, Practice Exercises

Style	Method	Learning Activities
Social	Speaking, Gesturing, Observing, Attending to others, Responding to others, Interacting with others	Role playing, Pantomime, Storytelling, Puppetry, Gesturing, Body language, Imitating, Coaching, Games and simulations, Group discussion, Brainstorming, Telephone techniques, Shadowing, Internships, Field Trips

### Preferred Conditions for Learning

Peer	Teamwork, Social Relations, Student Friends
Independence	Independent Study, Work Alone
Competition	Comparison with Others
Authority	Classroom Discipline
Organization	Organized and Logically Sequenced Coursework
Instructor	Close and Warm Relationship with the Teacher
Goal Setting	Set Own Objectives and Use Feedback to Modify Objectives
Detail	Specific Information on Assignments, Requirements, and Rules



## Learner Types

Social	likes to interact with classmates and teachers in small groups and teams
Independent	likes to work alone toward individual goals using case studies analysis and self-paced programs
Applied	likes to work in activities related to real world experience through practicums, site visits, and team labs
Conceptual	likes to work with highly organized language-oriented materials such as lectures and reading
Social/Applied	likes interaction with students and teachers in realistic activities such as role playing, group problem solving, and supervised practicums
Social/Conceptual	likes interaction with students and teachers using highly-organized language-oriented materials such as a balance of lecture and discussion
Independent/Applied	likes to work alone toward individual goals in realistic activities such as individual lab
Independent/Conceptual	likes to work alone toward individual goals with highly organized language activities such as independent reading and literature searches
Neutral preference	no clear areas of strong preference; at times may find it difficult to become entirely involved in learning experience

Source: Learning Styles Inventory by Albert A. Canfield, Ph. D., Western Psychological Services, Los Angeles, CA

### Assignment:

Think about the best learning experience you have had, the most enjoyable class.

1. What made the experience satisfying?
2. Was it the teacher's style and enthusiasm?
3. Was it the tasks you performed to learn the subject or skill?
4. Was it the learning environment: the classroom, the classmates?



Major Learning Styles	Definition
Visual Language	Learn language skills by <i>sight</i> , mainly by reading.
Visual Numerical	Better with numbers when <i>see</i> them written.
Auditory Language	Learn best by <i>listening</i> .
Auditory Numerical	Better with numbers when <i>hear</i> them spoken.
Kinesthetic-Tactile	Learn best when can <i>touch</i> what is being studied.
Social-Individual	Prefer to work <i>on own</i> .
Social-Group	Learn best by interacting with a <i>group</i> .
Expressiveness-Oral	Express self best when <i>talking</i> .
Expressiveness-Written	Express self best in <i>writing</i> .

Source: "CITE" Learning Styles Inventory

### Areas of Interest

INTEREST AND LEARNING STYLE	SCHOOL SUBJECTS
Numbers Visual Auditory	Solving Mathematical Problems - Computer Education, Business Education, Mathematics, Science Technologies
Language (Qualitative) Visual Auditory Linguistic	Writing, Editing, Talking - English Language, Foreign Languages, Computer Education, Communications, Social Studies, Clerical Studies
Things (Inanimate) Tactual Visual	Repairing, Designing, Operating - Agriculture, Industrial Shop, Industry/Technology Education, Science Technologies
People Social Linguistic Visual	Counseling, Selling, Helping - Social Sciences Studies, Health Education, Marketing and Distribution, Business Management, Family Studies/Home Economics

School Work, School Subjects, and Learning Style (p. 7)

SCHOOL SUBJECT AND LEARNING STYLE	SKILLS APPLICATION AT WORK
English Language Skills (Auditory, Visual)	completing the bid application for a promotion, drafting memo to request vacation leave, completing the Internal Revenue Service Form 1040, writing reports, composing speeches, editing written reports, writing articles, publicizing and promoting services and events, advertising products
Arithmetic (Auditory, Visual)	using percentages to figure out bonus and step-rate, allocating time charges, estimating commission on sales, figuring out earnings for piece rate, determining earnings after deductions, solving budget problems, measuring and mixing ingredients, estimating taxes and tips for business travel expenses, calculating shipping and handling charges, calculating postage, cashing checks, making change
Social Studies (Visual, Auditory)	reading maps to plan business trips, routing delivery of products, giving directions to place of business, researching telephone codes, zip codes, and time zones, determining commuting patterns of potential customers, escorting tour groups, collecting and interpreting data
General Science (Visual, Tactual, Auditory)	setting up and operating laboratory equipment, testing samples, conducting experiments, using computers, reading blueprints and drawings, monitoring heating and ventilating equipment, repairing and adjusting equipment, reading thermometers and gages

## APTITUDES

APTITUDE	LEARNING SENSES	DESCRIPTION	OCCUPATIONS USING APTITUDE
Verbal	Auditory, Visual	Ability to manipulate <i>verbal symbols</i> to understand the meaning of words and to use them effectively.	Counselor, Journalist, Teacher, Actor, Lawyer, Sales Representative, Police Officer
Numerical	Auditory, Visual	Ability to manipulate <i>numeric symbols</i> to perform arithmetic operations quickly and accurately.	Accountant, Engineer, Music Arranger, Medical Technologist, Systems Analyst
Spatial	Visual, Auditory	Ability to manipulate <i>picture symbols</i> to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects.	Engineer, Architect, Artist, Photographer
Form Perception	Visual	The ability to <i>see</i> and perceive pertinent detail (shape and size) and differences in objects or in pictorial or graphic material.	Machinist, Surgeon
Clerical Perception	Visual	The ability to <i>see</i> and perceive pertinent detail and differences in printed verbal (names) and tabular material (numbers).	Editor, Secretary, Tax Examiner, Accountant, Cashier, Reservation Agent



Motor Coordination	Visual, Tactual	The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise <i>movements</i> with speed.	Electrician, Cosmetologist, Computer Repairer, Jeweler, Truck Driver
Finger Dexterity	Tactual, Visual	The ability to <i>move</i> the fingers and manipulate small objects with the fingers, rapidly, and/or accurately.	Cosmetologist, Electrician, Chef
Manual Dexterity	Tactual, Visual	The ability to <i>move</i> the hand and wrist easily and skillfully in lifting, turning, and placing motions.	Automotive Mechanic, Carpenter, Plumber, Bricklayer, Firefighter

**Assignment:** Read the description of the training of cashiers.

*Nearly all cashiers are trained on the job. In small firms, beginners with basic mathematics skills, manual dexterity, and good eye-hand coordination are often trained by an experienced worker who explains and demonstrates the job tasks. The first day is usually spent observing the operation, and becoming familiar with the cash register, the cash drawer, customer service, policies, and procedures. After this, trainees are assigned to operate a register - frequently under the supervision of a more experienced worker.*

Review "Learning Styles": Auditory, Linguistic, Visual, Tactual, and Social to identify the learning styles used by cashiers to learn the job. List your choices in order of importance.

**Assignment:**

Read brochures and catalogues on On-the-Job Training, Apprenticeships, Internships, Cooperative Education, Technical Institute, Tech Prep, Community College, and Colleges. Which institution best matches your learning style? Do some offer practical experience or lab work?

Make a list identifying the advantages and disadvantages of these types of training and education programs. Review the reading material for information on learning styles required, the availability in your community, the cost, and the availability of financial aid.

Use the Massachusetts State Training Inventory and the Higher Education Information Center in your research.



# THE RELATIONSHIP BETWEEN WORK HABITS, LEARNING, AND EMPLOYMENT

Get a Life Portfolio

*Things I Need to Know about My Own Learning* (p. 7)

SCHOOL AND CLASSROOM HABITS	WORKPLACE BASICS	DEFINITIONS
Pay attention and listen in class. Listen attentively in face-to-face conversations. Give others a chance to speak.	<i>Listening</i>	Good listening skills help workers understand the supervisor's instructions, and the concerns of co-workers, customers, suppliers, and supervisors.
Set own objectives, develop a plan, self-start, organize study, schedule study-time and homework, use time well, finish assignments on time.	<i>Goal setting/motivation</i>	Workers need the ability to set goals and the persistence to achieve them.
Get along with classmates and teachers in small groups and teams, make friends with classmates, have a positive attitude.	<i>Interpersonal Skills</i>	Employees must be able to get along with their suppliers, co-workers, customers, and supervisors.
Participate in group problem-solving activities.	<i>Negotiation</i>	Workers need the ability to build a common agreement through give and take with their customers, co-workers, and supervisors.
Participate with students and teachers in group problem solving activities and projects. Participate in school clubs and teams.	<i>Teamwork</i>	People in work teams need to know how to divide work fairly and effectively and work with one another to achieve team goals.
Ask the teacher questions, respond when spoken to, participate in class discussions, speak with other students, be clear about what is wanted.	<i>Oral communications</i>	Workers must be able to respond clearly to concerns of their co-workers, customers, suppliers, and supervisors.
Identify learning style, use learning style to advantage, and keep trying until subject is understood.	<i>Learning to learn,</i>	Workers must be able to acquire new information and skills and apply them to their jobs.

SOURCE: WORKPLACE BASICS: The Skills Employers Want, The American Society for Training and Development

*Get a Life Portfolio*  
Things I Need to Know About My Own Learning (p. 7)  
**SCHOOL AND WORK HABITS**

SCHOOL HABITS	WORK HABITS	EMPLOYER RESPONSE TO NON-CONFORMANCE
Attend school daily	Attend work daily and put in a full day	Disapproval of sick leave, Loss of pay Denial of pay raise Denial of bonus Denial of promotion Disciplinary action: suspension, termination
Attend school on time	Attend work on time, take lunch and coffee breaks on time	Disapproval of leave, Loss of pay Denial of pay raise Denial of bonus Denial of promotion Disciplinary action: suspension, termination
Complete school assignments carefully and completely	Complete work assignments carefully and completely	Unsatisfactory performance appraisal Denial of pay raise Denial of bonus Denial of promotion Disciplinary action: suspension without pay, job loss
Complete school assignments and home work on time	Complete work assignments on time	Unsatisfactory performance appraisal Denial of pay raise Denial of bonus Denial of promotion Disciplinary action: suspension without pay, job loss


SCHOOL HABITS	WORK HABITS	EMPLOYER RESPONSE TO NON-CONFORMANCE
Work well with teachers	Work well with boss	Lack of promotion Transfer to dead end job Lack of mentoring Disciplinary action: suspension without pay Termination for insubordination
Learn new subjects	Learn new skills and keep up-to-date	Lack of promotion Transfer to dead end job Disciplinary action: demotion Job loss due to obsolescence of skills
Pay attention to details in class and assignments	Keep good records, adhere to performance standards, and follow work schedules	Lack of promotion Unsatisfactory performance appraisal Disciplinary action: demotion
Get along with other students	Work well with all types of people: co-workers, customers, and suppliers	Lack of promotion Transfer to dead end job Unsatisfactory performance appraisal Disciplinary action: suspension without pay, termination
Demonstrate self-control in classroom and corridors	Follow schedules, use time efficiently, and maintain emotional control	Unsatisfactory performance appraisal Transfer to dead end job Lack of promotion Disciplinary action: suspension without pay, termination



## VIIIB. PLANS AFTER HIGH SCHOOL

Your portfolio lists six options after high school:

- Work Force
- 4-Year College
- Trade, Technical, or Vocational School
- Military Service
- Apprenticeship
- 2-Year College

-  **ACTIVITY** Read brochures and catalogues about On-the-Job Training, Apprenticeships, Internships, Cooperative Education, Technical Institutes, Community Colleges, And Colleges.

Use the Massachusetts State Training Inventory, the Higher Education Information Center, and public libraries in your research.

*The Job Guide*, MOICC, Boston, MA., 1994

*Military Careers: A Guide to Military Occupations and Selected Military Career Paths 1992-1994*, U.S. Department of Defense, Washington, D.C., 1992

*College Admissions Data Handbook, 1993/94*, Orchard House, Inc., Concord, MA, 1993

*Guide to Four-Year Colleges*, Peterson's, Princeton, NJ, 1994

*Guide to Two-Year Colleges*, Peterson's, Princeton, NJ, 1994

*Index of Majors and Graduate Degrees*, the College Board, New York, NY, 1994

*Technical, Trade, & Business School Data Handbook, 1994-96*, Orchard House, Inc., Concord, Ma, 1993

*1994 Internships: 50,000 On-the-Job Training Opportunities for Students and Adults*, Peterson's Guides, Princeton, N.J., 1994

Sara D. Gilbert, *The Career Training Sourcebook*, Impact Publications, Manassas Park, VA, 1994



## **EDUCATION AND SCHOOL-TO-WORK TRANSITION PROGRAMS**

### **Cooperative Education**

Cooperative education links the classroom with *on-the-job* experiences for students who are placed in temporary jobs related to their career choices.

### **Internships**

Short-term, unpaid internships offer students the experience to work under tutelage of employers and experience *some on-the-job training* in a mentoring relationship.

### **Tech Prep**

Tech Prep is a planned sequence of academic and technical courses beginning in high school and continuing through two years of postsecondary education at a community college leading to a certificate or associate degree.

### **Apprenticeships**

Apprenticeship programs involve partnerships with employers and organized labor and provide *on-the-job training* and experience, under supervision, combined with classroom instruction related to the trade. Successful completion is recognized with a journey worker certificate.

### **Post-secondary Trade and Technical Institutes**

Private trade and technical schools offer vocational training for specific trades and occupations but do not award college credit or degrees. Generally, they award a certificate or diploma for completion of an organized program of study at the post-secondary level.

### **Military Training**

The armed services provide most job training in a classroom setting, emphasizing hands on activities and *practical experience*, as well as textbook learning. For some occupations, training is provided on the job. Course content and length of training may vary in each service. Most military occupations are comparable to one or more civilian occupations.

### **Community Colleges**

Community and two-year private colleges offer associate degrees which can be earned in two years of full-time study or the equivalent in part-time study. An associate degree program is a course of study which requires not less than 60 and not more than 68 semester hours. Community colleges also offer technical training programs that take less than two years of full-time study to complete and which lead to proficiency certificates.

### **Colleges**

The undergraduate academic programs of colleges and universities lead to the bachelor's degree. A degree program requires completion of 120 semester credits. This can be accomplished through three years of full-time study plus summer studies, through four years of full-time study, through a *cooperative education* five-year program, or through the equivalent in part-time college-level study.

### ACTIVITY:

Below are listed some skills you are learning in school. Put an *S* beside all the skills you usually learn at school. Put an *O* beside all the skills you usually learn outside of school. If there are skills that you learn equally in school and outside of school, put a *B* for both. If you need to develop the skill, put a plus, + , beside the skill.

caring for other people  
lifting and moving objects  
making change  
writing  
getting along with others  
speaking  
counting  
washing dishes  
drawing  
preparing food

cutting with a scissors  
keeping records  
collecting objects  
measuring  
following directions  
taking turns  
caring for materials  
telling time  
using tools and equipment  
reading

### Assignment (middle school):

Interview your parents to learn the training requirements of their jobs. What did they need to know before they were hired? What kind of training have they had since they were hired? Did they receive an orientation to the regulations, policies, and procedures of the organization for which they work? Did they learn their job through on-the-job training? Have they received formal in-service training to update their skills? What kind of training have their bosses had?

### Assignment (high school):

Use the *Occupational Outlook Handbook* or *Career Moves* to review the training and education requirements of four clusters of occupations:

Dispensing Opticians, Radiologic Technologist, and Home Health Aide  
Accountant, Cashier, and Stock Clerk  
Buyer, Customer Service Representative, and Cashier-Checker  
Book Editor, Copy Writer, and Secretary


Compare the preparation and training needed for the selected occupations.

On-the-job training	
Apprenticeship	
Technical, Trade, or Business School	
Community College	
College	




## VIIIC. EDUCATION AND ADULT COMPETENCIES

Your adult lifestyle is the manner you apply the results of your education and work. Some people measure their lifestyle in terms of things they own - a home, a car, and clothes. Others claim to be more interested in quality of life - exposure to the arts, different forms of entertainment, outdoor recreation, and family involvement. Others feel that satisfaction from doing something worthwhile is important. To others, personal interaction with others and community involvement are meaningful. Your "*Lifestyle*" is the total experience you realize from use of the time and money available to you. If you drop out of school or wait until you are out of school to select a target occupation, you are giving up a valuable opportunity to prepare for your future. Schools, at all levels, provide courses that can give you valuable opportunities to preview the work targets you have set and to gain marketable skills.

►  **ACTIVITY** Read the worksheet, **The Relationship between Work and Learning**. Review the classifications of "*Worker's Basic Competencies*". Complete the assignment on your worksheet.

- Do you see a relationship between **Written Communication** and your English courses?
- Why does a Hairstylist need to know percentages and geometry?
- Do you think you will need to continue to learn when you are working?

►  **ACTIVITY** Read the worksheet, **The Benefits of Education for Career Opportunities**. Think about the information. Listed are tables exploring the relationship between educational attainment and:

► UNEMPLOYMENT RATES

► EARNINGS

► OCCUPATIONAL ACCESS

► JOB/LIFE SATISFACTION

►  **ACTIVITY** Complete the assignment on your worksheet.



## THE RELATIONSHIP BETWEEN WORK AND LEARNING

*Get a Life Portfolio*

Educational Development, EARLY YEARS (p.10)

*Career Options Portfolio*

PERSONAL QUALITIES and PERSONAL SKILLS	BASIC WORK SKILLS and SCHOOL CLASSES	WORKER'S BASIC COMPETENCIES
Listening, Problem-Solving	<i>Listening, Reading, Arithmetic/Mathematics, Career Exploration, Awareness and Planning Skills course, Personal Decision-Making Skills course</i>	Decisiveness ( <i>Problem Solving</i> )
Self-Esteem, Cooperation, Self-Management	<i>Listening, Reading, Speaking, Spelling, Arithmetic/Mathematics,</i>	Flexibility, Adaptive Behavior
Self-Esteem, Sociability, Cooperation, Negotiation, Listening, Speaking	<i>Listening, Speaking, Humanities and Social Sciences (Psychology, Sociology, History)</i>	Interpersonal Skills
Sociability, Listening, Speaking	<i>Listening, Speaking, Language Arts (English, Speech, Public Speaking, Communications, Drama)</i>	Oral Communication
Responsibility, Self-Esteem, Self-Management, Negotiation, Problem Solving	<i>Listening, Reading, Speaking, Spelling, Arithmetic/Mathematics, Career Exploration, Awareness and Planning Skills course, Personal Decision-Making Skills course</i>	Self-Direction
Sociability, Cooperation, Listening, Speaking	<i>Listening, Speaking, Humanities and Social Sciences (Psychology, Sociology), Interpersonal and Social Skills course</i>	Leadership/Team Building

PERSONAL QUALITIES and PERSONAL SKILLS	BASIC WORK SKILLS and SCHOOL CLASSES	WORKER'S BASIC COMPETENCIES
	<i>Arithmetic/Mathematics, Reading Computers/Application (Computer and Information Sciences), Health Sciences Education, Building Trades, Industry/Technology Education (Shop Mechanics, Industrial Arts), Mathematics (Arithmetic, Accounting, Bookkeeping, Statistics, Algebra, Geometry, Calculus, Trigonometry), Science (General Science, Biology, Chemistry, Physics)</i>	Technical Competence
Listening, Speaking	<i>Writing, Spelling, Language Arts (English, Speech), Business Education (Word Processing, Shorthand), Composition, Report Writing, Journalism, Technical and Business Writing</i>	Written Communication

SOURCE: Basic Competencies from "Leadership Effectiveness Framework", Seminars of the Management Development Centers, Fiscal Year 1995, United States Office of Personnel Management

### Assignment (High School):

Select three occupations which interest you. Construct a classification chart showing the amount of training needed by workers in such areas as *mathematics*.

For example:

Occupation	No Math	Some Math	A Lot of Math

Use the Dictionary of Occupational Titles or the Guide for Occupational Exploration. In the definition trailer, *R* equals *Reasoning Development*, *M* equals *Mathematical Development*, *L* equals *Language Development*, and *SVP* equals *Specific Vocational Preparation*.

Examples:

001.061-010	<u>Architect</u>	R6 M6 L6 SVP: 8
332.271-010	<u>Hairstylist</u>	R4 M3 L3 SVP: 6
600.280-022	<u>Machinist</u>	R4 M4 L4 SVP: 7
721.281-018	<u>Electric Motor Repairer</u>	R4 M3 L3 SVP: 7
905.663-014	<u>Truck Driver, Heavy</u>	R3 M2 L2 SVP: 4

### Mathematical Development Levels

Level 6	Advanced Calculus, Modern Algebra, Statistics
Level 5	Algebra, Calculus, Statistics
Level 4	Algebra, Geometry, Shop Math
Level 3	Percentages, Algebra, Geometry
Level 2	Addition, Subtraction, Multiplication, Division, Percentages
Level 1	Elementary Addition, Subtraction, Multiplication, Division

Use the same three occupations to construct a classification chart showing the amount of training needed by workers in such areas as *language development*.

For example:

Occupation	No Writing	Some Writing	A Lot of Writing



Use the Dictionary of Occupational Titles or the Guide for Occupational Exploration. In the definition trailer, *L* equals *Language Development*.

Examples:

001.061-010	<u>Editor, Newspaper</u>	R6 M3 L6 SVP: 9
332.271-010	<u>Secretary</u>	R4 M3 L4 SVP: 6
600.280-022	<u>Automobile Mechanic</u>	R4 M3 L3 SVP: 7
721.281-018	<u>Copy Writer</u>	R5 M2 L5 SVP: 7
905.663-014	<u>Reservations Agent</u>	R4 M3 L3 SVP: 4

#### Language Development Levels

Level 6	Write editorials, critiques, and novels
Level 5	Write speeches, journals, and manuals
Level 4	Prepare business letters, summaries, and reports
Level 3	Write reports and essays
Level 2	Write compound and complex sentences
Level 1	Print simple sentences and print series of names and addresses

Use the same three occupations to construct a classification chart showing the amount of training needed by workers in such areas as *reasoning (scientific) development*.

For example:

Occupation	No Science	Some Science	A Lot of Science

Use the Dictionary of Occupational Titles or the Guide for Occupational Exploration. In the definition trailer, *R* equals *Reasoning Development*.

Examples:

041.061-030	<u>Biologist</u>	R6 M6 L6 SVP: 8
029.261-026	<u>Criminalist</u>	R5 M5 L5 SVP: 7
600.280-022	<u>Machinist</u>	R4 M4 L4 SVP: 7
824.261-010	<u>Electrician (construction)</u>	R4 M4 L3 SVP: 7
078.381-014	<u>Medical Lab Technician</u>	R4 M4 L4 SVP: 5



## Reasoning (scientific) Development Levels

Level 6	Apply principles of scientific thinking to a wide range of intellectual and practical problems using nonverbal symbolism (formulas, scientific equations, graphs) Chemistry, Earth Science, Physics, Biology, Data Processing
Level 5	Apply principles of scientific thinking to define problems, establish facts, and draw valid conclusions interpreting technical instructions in mathematical or diagrammatic form. General Science, Animal Science, Health Science, Life Science
Level 4	Apply principles of rational systems such as electric wiring systems to solve practical problems interpreting diagrammatic or schedule form. Electrical Theory, Electronics, Mechanics, Mechanical Drawing.
Level 3	Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form and to solve problems involving several concrete variables. Specialized Shop
Level 2	Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions to solve problems involving a few concrete variables.
Level 1	Apply commonsense understanding to carry out simple one- or two-step instructions with occasional or no variables.

## THE NEED TO KNOW

Are you surprised that job descriptions in the Dictionary of Occupational Titles, the Guide for Occupational Exploration, the Occupational Outlook Handbook, and Career Moves includes information about math, english, and science competencies? Can you see the usefulness of what you are learning in school? The courses which you take in school will effect what you can do after high school.

Occupations which do not require a college education do require proficiencies.

Practical Applied Mathematics Required	Arithmetic Required
Automobile Mechanics	Accounting Clerks
Electricians	Bank Tellers
Machinists	Cashiers
Mechanics and Installers	Counter and Rental Clerks
Ophthalmic Laboratory Technicians	Insurance Claims Clerks
Plumbers	Mail Carriers
Sheet Metal Workers	Reservation and Travel Clerks

<b>Practical Applied Mathematics Required</b>	<b>Arithmetic Required</b>
Tool and Die Makers	Sales Counter Clerks
Welders	Stock and Inventory Clerks

<b>Good Writing and Speaking Skills Required</b>	<b>Spoken and Written English Required</b>
Computer Service Technicians	Bartenders
Court Reporters	Counter and Rental Clerks
Flight Attendants	Dental Assistants
Insurance Agents	Emergency Medical Technicians
Medical Assistants	Home Health Aides
Medical Records Technicians	Hotel Desk Clerks
Paralegals	School Bus Drivers
Teachers' Aides	Secretaries
Travel Agents	Waitpersons

<b>Applied Sciences Skills Required</b>	<b>Practical Science Knowledge Required</b>
Dental Hygienists	Cooks
Dispensing Opticians	Electricians
Emergency Medical Technicians	Firefighters
Engineering Technicians	Hairdressers
Licensed Practical Nurses	Machinists
Medical Laboratory Technicians	Nursing Aides
Radiologic Technicians	Plumbers
Surgical Technicians	Waste Water Treatment Plant Operators
Surveyors	Welders and Cutters

# BENEFITS OF EDUCATION FOR CAREER OPPORTUNITIES

*Get a Life Portfolio*

Educational Development, EARLY YEARS (p. 10)

## EDUCATIONAL ATTAINMENT AND UNEMPLOYMENT RATES

Labor Force Status of Persons 16 to 24 Years Old by Educational Attainment and Sex, United States October, 1993			
Characteristic	Number Unemployed (000's)	Percent of Labor Force	Not in Labor Force or in School
Men	764	11.5	678
<i>Less than a high school diploma</i>	249	17.5	290
High School graduate, no college	383	12.2	288
Less than a bachelor's degree	21	6.5	7
College graduates	46	7.0	21
Women	656	11.7	2,169
<i>Less than a high school diploma</i>	177	26.8	1,016
High School graduate, no college	301	11.9	879
Less than a bachelor's degree	29	7.6	42
College graduates	39	4.5	35
Total	1,420	11.9	2,847
<i>Less than a high school diploma</i>	426	26.8	1,306
High School graduate, no college	684	17.3	1,167
Less than a bachelor's degree	50	7.1	49
College graduates	85	5.6	56

Source: "College Enrollment of High School Graduates", USDL 94-252 Press Release, Bureau of Labor Statistics, May 20, 1994



**Labor Force Status of Youth Age 16 -19, by Educational Attainment,  
Massachusetts, 1990**

Characteristic	Number Unemployed	Percent of Labor Force	Not in Labor Force or in School
<i>High School Dropouts</i>	5,863	33.6	11,338
High School Graduates	4,803	15.4	4,883

SOURCE: U.S. Census of Population, 1990

**EDUCATIONAL ATTAINMENT AND EARNINGS**

**Median Annual Income for Full-Time Workers,  
by Educational Level and Sex,  
United States, 1991**

Gender	<i>Fewer than 4 years of high school</i>	4-years of high school	1-3 years of college	4 or more years of college
Men	\$20,306	\$27,629	\$32,892	\$44,310
Women	\$14,338	\$19,093	\$23,161	\$31,668

Sources: Current Population Survey, Bureau of Labor Statistics

**Average monthly earnings by educational level, adults 18 years old and over,  
United States, Spring 1990**

All adults	\$1,284
Professional Degree	\$4,961
Doctorate	\$3,855
Master's	\$2,822
Bachelor's	\$2,116



Associate	\$1,672
Vocational/Technical	\$1,237
Some college, no degree	\$1,280
High school graduate only	\$1,077
<i>Not a high school graduate</i>	<i>\$492</i>

SOURCE: 1990 Survey of Income and Program Participation (SIPP), U.S. Bureau of the Census

Median Weekly Earnings (Full-Time Employed Only) by Educational Attainment for Selected Occupations, Massachusetts, 1989	
Educational Attainment	Median Weekly Earnings
Financial Managers	
High School Dropout	NA
High School Graduate/GED	\$500
Some College, No Degree	\$577
Associate's Degree	\$588
Bachelor's Degree	\$781
Master's/Professional Degree	\$1,058
Doctorate Degree	NA
Accountants and Auditors	
High School Dropout	NA
High School Graduate/GED	\$442
Some College, No Degree	\$481
Associate's Degree	\$517
Bachelor's Degree	\$577
Master's/Professional Degree	\$858
Doctorate Degree	NA
Computer Systems Analysts and Scientists	
High School Dropout	NA
High School Graduate/GED	\$615
Some College, No Degree	\$740
Associate's Degree	\$673
Bachelor's Degree	\$769
Master's/Professional Degree	\$871
Doctorate Degree	\$1,154

Educational Attainment	Median Weekly Earnings
Licensed Practical Nurses High School Dropout High School Graduate/GED Some College, No Degree Associate's Degree Bachelor's Degree Master's/Professional Degree Doctorate Degree	 \$444 \$500 \$520 \$500 \$532 NA NA
Cashiers High School Dropout High School Graduate/GED Some College, No Degree Associate's Degree Bachelor's Degree Master's/Professional Degree Doctorate Degree	 \$240 \$285 \$288 \$300 \$480 NA NA
Secretaries High School Dropout High School Graduate/GED Some College, No Degree Associate's Degree Bachelor's Degree Master's/Professional Degree Doctorate Degree	 \$360 \$385 \$394 \$417 \$410 \$397 NA
Cooks High School Dropout High School Graduate/GED Some College, No Degree Associate's Degree Bachelor's Degree Master's/Professional Degree Doctorate Degree	 \$288 \$327 \$346 \$385 \$385 NA NA
Automobile Mechanics High School Dropout High School Graduate/GED Some College, No Degree Associate's Degree Bachelor's Degree Master's/Professional Degree Doctorate Degree	 \$423 \$450 \$462 \$520 NA NA NA

Educational Attainment	Median Weekly Earnings
Electricians	
High School Dropout	\$538
High School Graduate/GED	\$635
Some College, No Degree	\$615
Associate's Degree	\$615
Bachelor's Degree	\$577
Master's/Professional Degree	NA
Doctorate Degree	NA
Taxicab Drivers	
High School Dropout	\$360
High School Graduate/GED	\$369
Some College, No Degree	\$350
Associate's Degree	NA
Bachelor's Degree	NA
Master's/Professional Degree	NA
Doctorate Degree	NA

SOURCE: Career Briefs, Center for Labor Market Studies, Boston, 1994

## EDUCATIONAL ATTAINMENT AND OCCUPATIONAL ACCESS

Selected Information on Employment and Education for Full-Time Workers, by Major Occupation Groups, United States, 1991		
Occupation Group	Percent High School Graduates or Less	Percent College Graduates
Total	52.2	26.4
Managerial and professional specialty occupations	19.3	61.4
Technical, sales, and administrative support occupations	50.5	20.9
Service occupations	73.0	7.1
Precision production, craft, and repair occupations	72.5	6.4



Operators, fabricators, and laborers	82.7	3.8
Farming, forestry, and fishing occupations	75.6	9.1

SOURCE: Current Population Survey, Bureau of Labor Statistics, January, 1991

Educational Attainment (Full-Time Employed Only) for Selected Occupations, Massachusetts, 1989	
Educational Attainment	Educational Attainment as Percent of Total
Financial Managers	
High School Dropout	NA
High School Graduate/GED	13%
Some College, No Degree	17%
Associate's Degree	9%
Bachelor's Degree or More	61%
Accountants and Auditors	
High School Dropout	NA
High School Graduate/GED	7%
Some College, No Degree	11%
Associate's Degree	10%
Bachelor's Degree or More	72%
Computer Systems Analysts and Scientists	
High School Dropout	NA
High School Graduate/GED	4%
Some College, No Degree	16%
Associate's Degree	6%
Bachelor's Degree or More	77%
Licensed Practical Nurses	
High School Dropout	5%
High School Graduate/GED	23%
Some College, No Degree	34%
Associate's Degree	20%
Bachelor's Degree or More	18%



Educational Attainment	Educational Attainment as Percent of Total
Cashiers	
High School Dropout	12%
High School Graduate/GED	42%
Some College, No Degree	27%
Associate's Degree	5%
Bachelor's Degree or More	11%
Secretaries	
High School Dropout	2%
High School Graduate/GED	40%
Some College, No Degree	30%
Associate's Degree	17%
Bachelor's Degree or More	11%
Cooks	
High School Dropout	22%
High School Graduate/GED	38%
Some College, No Degree	25%
Associate's Degree	9%
Bachelor's Degree or More	6%
Automobile Mechanics	
High School Dropout	16%
High School Graduate/GED	51%
Some College, No Degree	21%
Associate's Degree	9%
Bachelor's Degree or More	3%
Electricians	
High School Dropout	NA
High School Graduate/GED	52%
Some College, No Degree	30%
Associate's Degree	13%
Bachelor's Degree or More	5%
Taxicab Drivers	
High School Dropout	19%
High School Graduate/GED	44%
Some College, No Degree	24%
Associate's Degree	5%
Bachelor's Degree or More	8%

SOURCE: Career Briefs, Center for Labor Market Studies, Boston, 1994

## EDUCATIONAL ATTAINMENT AND JOB/LIFE SATISFACTION

Proportion of Workers by Occupational Groups Who Would Choose the Same or Similar Occupation if They Could Start Over Again	
Occupational Group	Percent
Mathemematicians (professional)	91
Physicists (professional)	89
Biologists (professional)	83
Chemists (professional)	89
Lawyers, age 30-55 (professional)	85
School Superintendents (professional)	85
Journalists (professional)	82
Engineers, age 30-55 (professional)	70
Lower white-collar workers, age 21-29 (clerical, sales, and service)	46
Lower white-collar workers, age 30-55 (clerical, sales, and service)	43
Printers (craftsmen)	32
Auto Workers (mechanics)	52
Upper blue-collar workers, age 30-55	24
Upper blue-collar workers, age 21-29	23
Unskilled workers	16

SOURCE: H.L. Wilensky, Work, Leisure, and Freedom: The Gains and Costs of Abundance, Free Press of Glencoe, Inc

**LABOR FORCE STATUS  
OF  
INDIVIDUALS WITH LESS THAN A HIGH SCHOOL DIPLOMA  
UNITED STATES**

Unemployment Rate, Persons Age 16 to 24 Years Old	1	20.4%
Unemployment rate, 1992-1993 high school dropouts	2	26.3%
Percent of High Earners (\$52,364 or more), Men	3	2.7%
Percent of High Earners (\$52,364 or more), Women	3	0.4%
Median weekly earnings, 1992	4	\$312
Managerial and professional specialty occupations, percent high school graduates or less	5	19.3%

**LABOR FORCE STATUS  
OF  
INDIVIDUALS WITH A COLLEGE DEGREE  
UNITED STATES**

Unemployment Rate, Persons Age 16 to 24 Years Old	1	5.6%
Unemployment rate, college graduates	2	5.6%
Percent of High Earners (\$52,364 or more), Men	3	35.2%
Percent of High Earners (\$52,364 or more), Women	3	10.3%
Median weekly earnings, 1992	4	\$640
Managerial and professional specialty occupations, percent college graduates	5	61.4%

**Sources:**

1. *College Enrollment of High School Graduates*, USDL 94-252 Press Release, Bureau of Labor Statistics, May 20, 1994
2. *Proportion of High School Graduates Enrolled in College Continued to Increase in 1992*, USDL 93-153 Press Release, Bureau of Labor Statistics, May 4, 1993
3. *The Earnings Ladder*, Statistical Brief, Bureau of the Census, June, 1994
4. *Who's Earning What*, The Numbers News, 1993
5. *Current Population Survey*, Bureau of Labor Statistics, January 1991

**Assignment:**

Research the educational requirements of jobs in your area by consulting local newspaper classified ads.

1. Make a list of at least three jobs from several categories such as sales, data processing, and medical skills.
2. List the educational preparation required, if mentioned in the want ad.
3. Compare the types of wages for the various jobs on your list, such as hourly, hourly plus tips, commission, and yearly and monthly salary.
4. Do jobs which require more training pay higher wages?
5. What is the job outlook for each of the jobs? Compare the outlook.

**Assignment:**

Use Career Moves to learn the *wages and salaries* and the *education and training* required for

Systems Analysts,  
Radiologic Technicians and Technologists,  
Medical Secretaries,  
Cashiers,  
Retail Trade Sales Workers,  
Waiters and Waitresses, and  
Heating, Air Conditioning and Refrigeration Mechanics.

Rank the occupations by level of education and training required.

**Assignment:**

List the career cluster which most interests you. Use the Complete Guide for Occupational Education to determine the school subjects recommended for the career cluster. List the school subjects that relate to the career cluster. Have you taken any of the subjects? Do you plan to take them in the future? Can you take them in summer school? Can you take them at a community college? In what other ways can you prepare yourself for employment in the career cluster?





## **IX. CAREER EXPLORATION AND PLANNING**

### **IXA. THE CAREER PLANNING PROCESS**

Career decision making and planning involve a four-step process:


- ▶ **INDIVIDUAL ASSESSMENT**
- ▶ **CAREER EXPLORATION**
- ▶ **CAREER DECISION MAKING**
- ▶ **CAREER ACTION PLANNING**

You have performed the self-assessment which is the first step in career planning. Record in your **Portfolio** the results of your career assessment: Name of Assessment, Pre-employment Experiences, and Work Experience (Including Volunteer and Part-time Work). In preparation for Career Exploration, read worksheet, **Holland's Party**. Follow the directions and choose the group you would most like to join.

### **IXB. CAREER EXPLORATION**

Career Exploration is the second step in the four-step Career Development Process. Knowing about yourself and knowing about the world of work are two of the basic components of career decision making. Career Exploration involves seeking career-related information and exploring career opportunities to learn how various occupations or education and training options relate to your skills, interests, and personal circumstances. It involves;

- ▶ Locating sources of career information
- ▶ Using career information
- ▶ Making sense of the career information
- ▶ Using the career information to prioritize potential occupational and educational options

- ▶  **ACTIVITY** Accurate and timely information is important in career decision-making and career planning. Read the worksheet, **Preparing for a Journey**. Complete the assignment on your worksheet.

# The Importance of Labor Market Information

## ACTIVITY

Props: road map, a bus schedule or airline schedule, AAA Travel Book or Hotel Chain Directory.

You are to plan the class trip to Hyannis on Cape Cod.

You must make two decisions:

1. Select a route to drive, a scheduled bus or an airline carrier to fly.
2. Select a hotel at which to stay.

You may use a road map/atlas, a bus schedule, an airline schedule, a hotel chain directory, and a travel guide (Frommer's, Fodor's, or AAA Travel Book).

You may use the assistance of a travel agent or a friend who has been to Cape Cod.

## DISCUSS:

1. Did your past experience help in planning the class trip?
  2. What kinds of materials were used to plan the class trip?
  3. Was another person consulted for information?
  4. Are similar materials and resources available for career exploration and career planning?
  5. Are Career Exploration and Career Planning on-going processes that involve certain skills that can be learned?
- Do you understand the *importance* of accurate and timely information in career decision making, career planning, and the job search?

Massachusetts Occupational Information Coordinating Committee  
CAREER DEVELOPMENT

# PREPARING FOR A JOURNEY

## In the World of Work

Activity	Class Trip	Career
Selecting a Destination	Beach/Mountain/City/State	Occupation/Occupational Cluster
Determining the Climate	Temperature by Season Weather: Hot/Cold, Dry/Wet	Work Environment Corporate Culture
Planning the Route	Airline/Bus/Train Schedule Road Map/Atlas Travel Guide	Occupational Outlook Handbook Guide for Occupational Exploration Career Moves
	Travel Agency	Employment Counselor
Choosing Housing/Shelter	Hotel Chain Directory (Holiday Inn, Sheraton) AAA Travel Book	Industry/Occupation Matrix Career Guide to Industries
Understanding the Language	Foreign Language Phrase Book	Dictionary of Occupational Titles

*Prepared by Field Research, MDET, and MOICC*

Just as reading a map or a bus schedule can be learned, career planning skills can be learned or enhanced. These resources are useful tools that can be used throughout the entire working life. These are *Skills for a Lifetime*.



## **HOLLAND'S PARTY**

**(Informal Interest Assessment)**

### **Activity:**

You have been invited to a party. The party is taking place in a six sided room. At this party, people with the same or similar interests have all gathered in the same corner of the room. The six groups are:

<b>Realistic</b>	People who have athletic or mechanical ability, who like to do things, and who like to be outdoors. (the jocks)
<b>Conventional</b>	People who like to work with data, carry things out in detail, or follow through on other's clear instructions. (the regulars)
<b>Enterprising</b>	People who like to influence or persuade others or like to lead or manage an organization. (the party organizers)
<b>Social</b>	People who like to inform, enlighten, help, train, or cure other people. People who like being around other people and are skilled at talking. (the party goers)
<b>Artistic</b>	People who have artistic, innovating, or intuitional abilities and who like to use their imagination and creativity in unstructured situations. (the entertainers, the arts and music groupies)
<b>Investigative</b>	People who like to observe, analyze, and evaluate a situation or to solve problems. (the brains, the techies)

To which corner of the room would you be drawn? Make your choice.


Write your answer on the *Occupational Profile Worksheet* in Item A.

Career Exploration identifies lifelong career goals. Information is gathered from a variety of resources, including books, newspapers, audio and video tapes, computer-based systems, and people resources. Labor market information is most helpful in evaluating how certain careers can meet your needs, discovering options available to you, and considering occupational alternatives. The federal government has several publications that are excellent resources:

*Occupational Outlook Handbook*  
*Guide to Occupational Exploration*  
*Dictionary of Occupational Titles*

The Massachusetts Occupational Information Coordinating Committee and the Department of Employment and Training have publications that contain valuable state and local information about occupations and training:

*Career Moves.*

►  **ACTIVITY** In this unit, you will be introduced to two career related resources. You will use the results of the Holland party activity, the *Guide for Occupational Exploration* (GOE), and the *Dictionary of Occupational Titles* (DOT). The worksheet, **Occupational Profile Worksheet**, provides a mechanism to compare your interests with collected information on several occupations. It is designed to pull together information about yourself and occupations you might enjoy. This worksheet

- (1) identifies occupational areas to consider (Holland Code),
- (2) work groups to explore (GOE Code) ,
- (3) subgroups to explore, and
- (4) specific occupations (DOT Code) to examine

Post the letter of your Holland Career cluster interest. Next choose and post one GOE interest area that matches your Holland code. Then, choose one GOE Work Group. Read the description of the work group. Now explore one GOE subgroup. The subgroup will refer you to specific Dictionary of Occupational Titles (DOT) codes. The description in the DOT code provides a definition of the occupation and a trailer indicating the level of *Reasoning Development*, *Mathematical Development*, *Language Development*, and *Specific Vocational Preparation* required. Complete the assignment on your worksheet.

Prepared by: Field Research Department, MDET, and MOICC



## CAREER EXPLORATION

You have narrowed the list of occupations to explore further. Read the handout, *Occupational Information Resources*. It provides a matrix of the contents of the Occupational Outlook Handbook, Guide for Occupational Exploration, Dictionary of Occupational Titles, and Career Moves.

- ▶ Notice the key contents of the Occupational Outlook Handbook: Nature of the Work, Working Conditions, Employment Levels, Training and Other Qualifications, Job Outlook, Earnings, and Related Occupations.
- ▶ Notice the key contents of the Guide for Occupational Exploration: the Kind of the Work, Things about Yourself that Point to This Kind of Work: Leisure Activity, School Subjects, Skills, and Abilities, and Education and Training.

These career information publications and others are available in DET Opportunity Job Centers, major public libraries, guidance counselors' offices, career information centers, community college libraries, and university libraries. Use them for the following activities.

### ▶ ACTIVITY DATA, PEOPLE, THINGS (DTP)

1. Read the explanation of the Data, People, Things clusters in the Dictionary of Occupational Titles (Volume II, Appendix B: pp. 1005-1007).
2. Based on the information you have acquired about yourself, choose a DTP profile that fits you.
3. Look through the DOT for occupations that fit the DTP profile you have selected.

### ▶ ACTIVITY Read about a DOT occupational title in the Occupational Outlook Handbook. Consider the following questions:

1. What are the activities and work setting related to this occupation?
2. Do I have or can I get the education, training, and experience required for the occupation?
3. How does this occupation match my personal values, interests, education, skills, and priorities?
4. What are the life-style ramifications of this occupation (salary range, job outlook, hours, travel, location of most job opportunities)?

If the occupation does not seem to be a good match for you, read about another occupation in your career cluster.



## CAREER DEVELOPMENT

# OCCUPATIONAL INFORMATION RESOURCE

Data	Occupational Outlook Handbook	Guide for Occupational Exploration	Dictionary of Occupational Titles	Careers Moves
Nature of the work	X	X	X	X
Work conditions	X			
Hazards	X			
Physical strength	X	X	X	
Hours	X	X		
Training	X	X		X
Length (SVP)		X	X	
Education	X	X		X
Reading		X	X	
Math		X	X	
Certificate, Degree	X			X
Courses	X	X		X
Interest areas		X		occasional
Personal characteristics	X	X		occasional
Licenses, etc.	X	X		X
Equipment, tools	occasional		X	
Employment outlook	X			X
Advancement	occasional	occasional		
Career path	occasional			X
Earnings	X			X
Fringe benefits	occasional			
Related occupations	X	X	occasional	X
Professional assoc.	occasional	X		X
Additional sources of information	X	X		X
Industries	X	X	X	X
Geographic location	occasional			
DOT Title	X	X	X	
GOE Title		X	X	

Prepared by: Field Research Department, MDET, and MOICC

24-Oct-94

## CAREER INFORMATION INTERVIEW

*Career Options Portfolio*

*Get a Life Portfolio,*

*Pre-Employment Experiences* (p. 11)

**DIRECTIONS** *The information (exploratory) interview is another effective technique commonly used to find out information about specific occupations. Identify someone who is currently working in a job in your career cluster. Ask to meet with and interview that person briefly. When calling to make an appointment for the interview, make sure that the person you are calling understands that you do not expect that he or she has a job opening or necessarily knows of one. The goal is to find out what a person does all day - which often differs from the job description. Prepare a list of questions about your field of interest. You may wish to use the script below to help you prepare for the interview. You may want the interviewer to review your resume and make suggestions for improving it. The interview should not take more than about half an hour. Follow up with a thank you letter.*

### INTERVIEW SHEET

Job title

---

Please describe a typical day or week in your job.

---

---

What are the satisfactions of the job for you?

---

What are the headaches of your job?

---

What education, training, experience, and skills are necessary for your job?

---

---

What are the opportunities for advancement or growth?

---

What is the typical salary range or hourly pay for this type of job?

---

What is the usual way of finding a job like yours?

---

SOURCE: adaptation from Employee Career Development Program Guide, PAVE, The Education and Training Foundation


Career decision making is a dynamic and ongoing process. Our lives are full of decisions - some very important with long range consequences and others so small as to be hardly noticed. Career planning requires developing long-term occupational goals which are broken down into manageable short-term goals with time frames that are doable and at a level of difficulty that is accomplishable. Four decision strategies based on the extent to which we have information about ourself and our environment have been identified.

►  **ACTIVITY** Read the handout, *Decision Making Strategies*.

- Read aloud the four decision strategies.

1. Confusion
2. Dependent
3. Intuitive
4. Planful

- Think of situations in which you have made a decision which might be described as confusion or dependent.
- Do you think that career planning requires a planful decision strategy involving the exploration of personal needs and the working environment and a weighing of various alternatives?

►  **ACTIVITY** Read the handout, *Roadblocks to Rational Decision Making*.

- Can you think of any roadblocks to career decision making which you may have?

Few decisions are made under conditions of 100 percent certainty; most decisions involve some risk. Some individuals select the most desirable result, regardless of the risk, probability, or long-term consequences. Others choose the course of action that has the highest probability of being successful, even if there is little gain. Some decision makers choose the option that is most likely to avoid the worst possible result. Other decision makers choose the alternative that has both a high probability and high desirability.

# DECISION-MAKING STRATEGIES

CONFUSION

DEPENDENT DECISION MAKING

INTUITIVE DECISION MAKING

PLANFUL DECISION MAKING






# ROADBLOCKS TO RATIONAL DECISION MAKING

## Under an Imperfect Ability to Choose

### ACTIVITY

- I. **Individuals are not prepared to make numerous choices at once**  
You go to the mall to buy a T shirt, a pair of shorts, and a windbreaker. The store is having a huge sale and there are bins and bins of T shirts, shorts, and windbreakers. Everything is mixed together in the bins. You are not sure what color you want, what size you wear, and how much money you can afford to spend. What do you do? List the choices you make. List your decision.
- II. **Insufficient knowledge to make a good choice makes decision-making difficult**  
You go to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. You know what color you want, what size you wear, and how much money you have. All the T shirts are mixed together. There are no sizes on the shirts and no price tags. What do you do? List the choices you make. List your decision.
- III. **Making no decision or repeating a decision is a decision**  
You go to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. You want a T shirt exactly like you bought two years ago. What do you do? List the choices you make. List your decision.
- IV. **Past unsuccessful choices complicate the decision-making process**  
You go to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. The T shirt you bought last time on sale at this store shrunk when you washed it. What do you do? List the choices you make. List your decision.
- V. **When a reason to make a good choice is not clear to the individual, less thought goes into the decision-making process**  
You go to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. You want a shirt to wear around the house. Any T shirt will do. You think no one important will see you in the T shirt. What do you do? List the choices you make. List your decision.
- VI. **When another individual makes the decision, there is no decision ownership**  
You go with your friend to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. Your friend tells you to buy a shirt which your friend likes. What do you do? List the choices you make. List your decision.
- VII. **Advertising and public relations may influence decision-making**  
You go to the mall to buy a T shirt. The store is having a huge sale and there are bins and bins of T shirts. One bin has a sign which reads "*Quality T's. 90 % off!!!!*" The shirts are chartreuse and khaki striped. What do you do? List the choices you make. List your decision.

Source: adaptation of research by Andre De Palma, Gordon M. Myers, and Yorgos Y. Papageorgiou, *Rational Choice Under an Imperfect Ability to Choose*, The American Economic Review, American Economic Association, June 1994, pp. 419-440

- ▶  **ACTIVITY** Read the worksheet, *Career and Education Life Line*.
  - Draw your career and education lifeline showing both the positive and negative directions your schooling and work history have taken. Post your present age, the year you started school, the year you had your favorite teacher, the year you earned the highest grade, the year you had difficulty with a subject, the year you overcame a schooling obstacle, your first volunteer activity, your first job, and your present job. Complete the Career and Education Lifeline. Identify skills you use over and over, the risks involved in making certain choices, and the decision making strategies used in schooling choices and searching for a job. Identify intuitive and planful decision making strategies which you have used.
  
- ▶  **ACTIVITY** Read the handout, *Pulling It Together*. Match your profile with a job you selected in the *Occupational Profile Worksheet* exercise in the Career Planning section.
  
- ▶  **ACTIVITY** Read the handout, *Four Metaphors for the Future*.
  - Roller Coaster
  - Mighty River
  - Great Ocean
  - Colossal Dice Game
  
- ▶ Match the four Metaphors to the four following phrases:
  - Chart a course to a destination.
  - Take the ride.
  - Go with the best flow, avoiding danger.
  - Play the game and enjoy any good luck.
  
- ▶ Select the metaphor which best describes your present view of the future. Does your view of the future effect your career planning?
  
- ▶ The "Four Metaphors" illustrate how an individual's views of the future may effect your decision making and career planning strategies. Recent experiences may have influenced your images of the future and your willingness to plan and take risks. Can you identify those experiences? Are you more or less optimistic than you were a year ago?

# MASSACHUSETTS

## CAREER DEVELOPMENT

### CAREER AND EDUCATION LIFELINE

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AGE	5	10	15	20	25	30	40-50	60	70
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#### NOTE:

<i>X</i>	=	<i>Present Age</i>
<i>EB</i>	=	<i>Education Begins</i>
<i>CB</i>	=	<i>Career Begins</i>
<i>CE</i>	=	<i>Career Ends</i>
<i>EE</i>	=	<i>Education Ends</i>

# PULLING IT TOGETHER

*Get a Life Portfolio*

HIGH SCHOOL, Applies a Career Planning Process (p. 12)

*Career Options Portfolio*

SELF PROFILE	JOB PROFILE	MATCH?/ COMMENTS
<b>INTERESTS</b> Interest survey results (Holland Code, DOT Code)	Occupation's Code (DOT code in OOH, DOT code in DOT)	YES _____ NO _____ Not sure _____
<b>SKILLS</b> Transferrable Motivated Skills Card Sort results	Job Duties/Tasks DOT <i>definition</i> OOH <i>Nature of the</i> <i>Work</i>	YES _____ NO _____ Not sure _____
<b>TRAITS</b> Adaptive behavior Personal style	Job Requirements (Personality, Temperament) OOH <i>Other</i> <i>Qualifications</i>	YES _____ NO _____ Not Sure _____
<b>APTITUDE</b> General Aptitude Test Battery results Differential Aptitude Test results	OAP, Guide for Occupational Exploration (GOE) Codes	YES _____ NO _____ Not Sure _____
<b>WORK VALUES</b> Career Values Card Sort results	Working Conditions OOH <i>Working</i> <i>conditions</i>	YES _____ NO _____ Not sure _____
<b>PHYSICAL CAPACITIES OR LIMITATIONS</b> Medical evaluation Physical fitness evaluation	Physical requirements, workplace adaptations needed OOH <i>Other</i> <i>qualifications</i>	YES _____ NO _____ Not sure _____



SELF PROFILE	JOB PROFILE	MATCH?/ COMMENTS
EDUCATION OBTAINED (course, level, major, certificate)	Education Required (course, level, major, certificate, degree) <i>OOH Training</i> <i>GOE Education and Training</i>	YES _____ NO _____ Not sure _____
PAST EXPERIENCE Part time and summer jobs Internship	Experience Required <i>OOH Training</i>	YES _____ NO _____ Not sure _____
BUDGET/FINANCIAL NEEDS Actual expenses	Salary/Benefits <i>OOH Earnings</i>	YES _____ NO _____ Not sure _____

SOURCE: adaptation of "Adult Career Development", Workforce in Transition, NOICC

DOT = Dictionary of Occupational Titles; OOH = Occupational Outlook Handbook,  
GOE = Guide for Occupational Exploration

### Assignment:

Match your profile with a job profile in the *Occupational Outlook Handbook*. Gather all the information you can in order to determine if there is a match. You may want to use the *Dictionary of Occupational Titles (DOT)*, *Guide for Occupational Exploration (GOE)*, the *Occupational Outlook Handbook (OOH)* and other resources published by the Department of Labor, which are available in most public libraries. Compare the information. If there is a match, a plus should be marked in the column beside *YES*. If there is no match, a minus should be placed in the column beside *NO*. If you are uncertain, a question mark should be written beside *NOT SURE*. Ask yourself the following questions:

- o Does this occupation seem to be a good match for me?
- o Do I have enough information about myself to make a decision?
- o Do I have enough information about the job to make a decision?
- o What additional information do I need to collect?

# **FOUR METAPHORS FOR THE FUTURE**

## **Roller Coaster**

The future is a great roller coaster on a moonless night. It exists, twisting ahead of us in the dark, although we can only see each part as we come to it. We can make estimates about where we are headed, and sometimes see around a bend to another section of track, but it doesn't do us any real good because the future is fixed and determined. We are locked in our seats and nothing we may know or do will change the course that is laid out for us.

## **Mighty River**

The future is a mighty river. The great force of history flows inexorably along, carrying us with it. Most of our attempts to change its course are mere pebbles thrown into the river; they cause a momentary splash and a few ripples, but they make no difference. The river's course CAN be changed, but only by natural disasters like earthquakes or landslides, or by massive concerted human efforts on a similar scale. On the other hand, we are free as individuals to adapt to the course of history, either well or poorly. By looking ahead, we can avoid sandbars and whirlpools and pick the best path through the rapids.

## **Great Ocean**

The future is a great ocean. There are many possible destinations, and many different paths to each destination. Good navigators take advantage of the main currents of change, adapt their courses to the capricious winds of chance, keep a sharp lookout posted, and move carefully in fog or uncharted waters. If they do these things, they will get safely to the destination (barring a typhoon or other natural disaster that they can neither predict nor avoid).

## **Colossal Dice Game**

The future is entirely random, a colossal dice game. Every second, millions of things happen that could have happened another way and produced a different future. A bullet is deflected by a twig and kills one person instead of another. A scientist checks a spoiled culture and throws it away, or looks more closely at it and discovers penicillin. A spy at Watergate removes a piece of tape from a door and gets away safely, or he forgets to remove the tape and changes American political history. Since everything is chance, all we can do is play the game, pray to the gods of fortune and enjoy what good luck comes our way.

Source: ICDM Training Materials developed by the Washington SOICC

### GOAL SETTING

*A goal is the object of your ambition or desire. It is your destination, not your destiny.* Determining what you hope to accomplish now or in the future is goal setting. You have already set goals in your life: physical, academic, and relationships.

Goal setting comes with *motivation* to achieve something - to know what is wanted in life and to think realistically about how to succeed. Goals are more effective when they are periodically evaluated to determine if they are realistic and attainable.

There are both long-term and short-term goals. A long-term goal is to get married; a short-term goal is to get a date for Saturday night. Long-term goals are usually big and central to one's life. The steps taken to reach long-term goals are short-term goals. They may be accomplished daily or attained in a month. Long-term goals and short-term goals are equally important. Long-term goals give a more clear idea of the things to accomplish in the long run. Once a long-term goal is defined, sensible short-term goals follow. Rarely will a long-term goal be reached without first reaching some short-term goals.

Goal setting can be accomplished by:

- I. Identifying goals
- II. Determining the feasibility of goals, i.e. realistic, doable, obtainable, reachable, possible.
- III. Establishing subgoals and milestones, and
- IV. Assessing commitment to goals through:
  - A. development of a systematic plan for action, and
  - B. visualization of accomplishment
    - (1) Imagine your worksite. What does the desk, the table, the bench, or the counter look like?

# GOAL SETTING

## ANALYZE THE FACTS

What exactly is the goal *I* want to accomplish?

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2. How appropriate is my goal?

A. Do *I* really want it?

B. Will I feel good after I accomplish it?

## DECIDING ON THE COURSE OF ACTION

What are my steps toward my career goal?

A. Choose a career major.

B. Complete high school.

C. Decide on further education.

D. Decide on the type of education.

E. Apply for admission.

F. Learn effective job seeking skills.

1. Networking

2. the Cover Letter

3. the Resume

4. the Job Application

5. the Interview




## CAREER ACTION PLANNING

A systematic identification of goals, alternatives, assets, and barriers to success is required before a career action plan can be made. The more specific a career plan, the better it will serve you as a roadmap to your future. However, career and education plans should never be considered infallible or inflexible. They should be monitored closely and reassessed periodically to identify roadblocks and the need for detours.

A way of describing the career action planning process can be summarized by answering the following five questions:

- (1) **WHAT** . . . is my career goal?
- (2) **WHY** . . . is this my best goal?
- (3) **HOW** . . . will the goal be pursued?
- (4) **WHEN** . . . will each step occur?
- (5) **WHO** . . . else is involved in my plan?

As with decision-making, there are many activities and strategies that can be used in the goal-setting process.

►  **ACTIVITY** Read the handout, *Getting from Here to There, a Check List for Career Planning*.

► Review the list of steps that an individual making a career choice should consider in developing a career action plan:

- (1) Consider all **JOB PLACEMENT RESOURCES**
- (2) Investigate **TRAINING** and **EDUCATION RESOURCES**
- (3) Examine **LICENSING REQUIREMENTS**
- (4) Explore options to gain **EXPERIENCE**
- (5) Use **NETWORKS**

- ▶ How many of the steps listed in *Getting from Here to There, A Checklist for Career Planning* have you completed?
- ▶ List the high school courses you will take which will be helpful.
  - Number of years and levels of English
  - Number of years and levels of Mathematics
  - Number of years and levels of Laboratory Science
  - Number of years of History/Social Science
  - Number of years of Foreign Language
  - Number of years of Career Major Elective
- ▶ List the education/training beyond high school which will be helpful.
  - Courses:
  - Post-secondary education:
- ▶ Prepare a resume or college application.
  - Chronological Resume
  - Functional Resume
  - The Employment Application Form and Cover Letter
  - The College Application and Essay
- ▶ Choose and obtain references.
- ▶ Prepare for an informational interview.
  - The Greeting
  - The Information Sharing
  - The Close, the Follow-up
- ▶ Build a successful network.
 

<ul style="list-style-type: none"> <li>Relatives</li> <li>Former co-workers</li> <li>Classmates</li> <li>Clergy</li> <li>Former employers</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Teammates</li> <li>Neighbors and community organization leaders</li> <li>Teachers and school personnel</li> </ul>
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SCHOOL TO WORK, MASSACHUSETTS  
***GETTING FROM HERE TO THERE***  
*A Check List for Career Planning*

Name of Occupation: \_\_\_\_\_

**I. JOB PROSPECTS**

Are resources available locally for job placement?	YES	NO
State Employment Agency		
Federal Government, Office of Personnel Management (FOCIS)		
Private Placement Agency		
School Placement Service		
Want-Ads (newspapers, trade magazines and newsletters in library)		
Resume preparation services		

**II. TRAINING**

What courses or number of credit hours are required to enter this career at the entry level?					
Title of Courses _____					
Credit hours towards degree required		Yes		No	
Local institutions which provide courses (training)	Evenings	Part-time	Full-time	Cost	Financial Aid
Public Adult Education					
Vocational Technical Schools					
Private Career Schools					
Community Colleges					
Colleges					
Job Corps/JTPA					

Are there Tech Prep, Youth Apprenticeship, or Career Academiies for this occupational cluster?			
Yes		No	

**SCHOOL TO WORK, MASSACHUSETTS**  
***GETTING FROM HERE TO THERE***  
***A Check List for Career Planning*** (continued)

Is licensing or certification required?	Yes		No		
Local institutions which provide exam preparation (training)	Evenings	Part-time	Full-time	Cost	Financial Aid
Public Adult Education					
Private Career Schools					
Community Colleges					
Test Study Guides available					

Yes		No	
<b>GAINING EXPERIENCE</b>			
Are there avenues to gain experience, try-out, or start the new career?:			
Organized volunteer activity		Summer job	
Learn and Serve America		Part-time job	
Internships		Self-employment	
Community service activity		Entry job	

**NETWORKING: What organizations can be used to network?**

Community organizations		DET Job search workshops	
School clubs, groups, or teams		Trade Board, Chamber of Commerce	

SOURCE: MDET





